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ABSTRACT

This publication consists of descriptive reports of 183 projects funded by Title III of the Elementary and Secondary Education Act from 1966 to 1968, submitted by the directors of those projects conducted by local educational agencies in California. The reports are reproduced as submitted. The report for each project includes: designation of the local educational agency, name of the project director, title of project, designation of grant award number, type of project, amount of award, period of funding, target population to experience the benefits of the expenditures, objectives, activities, participation of persons broadly representative of the cultural and educational resources of the area to be served, participation of students enrolled in nonprofit private schools, data to be obtained, and an indication of the extent to which the target population has accomplished the major objectives. (Author/DE)

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The California PACE

Narrative Reports of Projects to Advance Creativity in Education

Conducted by Local Educational Agencies in California, Under Title III of the Elementary and Secondary Education Act for the Period January 3, 1966, through June 30, 1968

Compiled by

Bureau of Program Planning and Development
Division of Instruction
California State Department of Education

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty -- Superintendent of Public Instruction, Sacramento 1969

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FOREWORD

Title III of the Elementary and Secondary Education Act (P.L. 89-10 as amended by P.L. 90-247) provides federal funds "for making grants for supplementary educational centers and services, to stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality, and to stimulate and assist in the development and establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs." The programs funded under ESEA, Title III, have become known as PACE--Projects to Advance Creativity in Education.

Until June 30, 1968, the PACE program was administered by the U.S. Office of Education. However, each application for funds submitted by California's local educational agencies was reviewed by the state's educational agency. Subsequent to June 30, 1968, under the provisions of a state plan approved by the U.S. Office of Education, the state's educational agency administers 75 percent of the Title III funds which have been made available for projects conducted by local educational agencies within the state.

The narrative reports included in this volume have been prepared by local educational agency personnel and are presented as submitted by them. The reports are for the period of January 3, 1966, through June 30, 1968.

Max Rafferty

Superintendent of Public Instruction

PREFACE

This publication consists of the narrative reports of 1966-1968 projects funded by Title III of the Elementary and Secondary Education Act (as amended), as submitted by the directors of those projects conducted by California local educational agencies. The reports are reproduced as submitted, and the report for each project includes:

- Designation of the local educational agency
- Name of project director
- Title of project
- Designation of grant award number, type of project, amount of award, and period of funding
- Target population to experience the benefits of the expenditures
- Objectives
- Activities
- Participation of (1) persons broadly representative of the cultural and educational resources of the area to be served; and (2) students enrolled in nonprofit private schools
- Data to be obtained for evaluation purposes
- Indication of the extent to which the target population has accomplished the major objectives

The local educational agencies and the projects funded appear in alphabetic order in the contents, beginning on page vii. The index, beginning on page 184, serves as a cross-reference, indicating the major programmatic emphases of each project.

This volume has been prepared by Laurence Belanger and Donald Kelly, staff members of the Bureau of Program Planning and Development and the hundreds of local educational agency personnel who provided the information.

EUGENE GONZALES
Associate Superintendent of
Public Instruction; and Chief,
Division of Instruction

MERRYL L. POWELL
Chief, Bureau of Program
Planning and Development

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Local educational agency: Alameda County Superintendent of Schools
Address: 224 West Winton Avenue, Hayward, California 94544 .
Project Director: George F. Wilkinson

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Supplemental Services Center for Assurance of Community Creativity

Funding:			Period of Funding			
	USOE Grant Award No.	Type	From		To	Amount $
	OE 4-6-001646-0904	Planning	5/66	-	7/67	82,466
	Continuation	Operational	7/67	-	8/68	137,899

TARGET POPULATION:

It is intended that all the children and youth of Alameda County shall benefit directly or indirectly from the services of the Supplemental Services Center for Assurance of Community Creativity, hereinafter referred to as the Alameda County PACE (Projects to Advance Creativity in Education) Center.

The total estimated population of Alameda County is over a million, with an enrollment of over 246,000 in public and non-public schools. The communities in Alameda County range from poverty afflicted ghettos to luxury living areas for the affluent; from a city of over 385,000 to rural communities with a two-room school; from heavy industry complexes to extensive suburban developments without industry.

MAJOR OBJECTIVES:

The major objectives of the Alameda County PACE Center are to develop a long-range planning capability to identify and assess the high-priority needs of education in Alameda County; to develop a communication network; to assist districts in developing solutions to meet identified needs, and to assure continued implementation and quality of the programs.

ACTIVITIES:

The identification of the improvement of students' oral communication skills as a critical educational need resulted in the PACE Center's planning and writing of the proposal Programs in Oral Communication. The project focuses on the development of critical listening abilities and the improvement of intra- and inter-personal communication of students exhibiting speech reticence. From March to July, 1967, the PACE Center coordinated the work of personnel from participating school districts and other institutions in planning the curricula, preparing the Summer Reticence Institute held at Cal State at Hayward, and developed and wrote the operational proposal. The project has been under the direction of the Alameda County School Department, with a full-time coordinator, since July 1967.

In 1967, an assessment of critical unmet educational needs identified the following principal areas of concern generally recognized by top-level educators in Alameda County: (1) Need for more adequate occupational preparation; (2) Need for each student to develop his own potential through individualized instruction; (3) Need for development of adequate skills in communication; and (4) Need for mental health and health education.

As a result of negotiations with USOE in December 1967, the PACE Center focused on developing improvements in the occupational preparation of youth within Alameda County. The following missions were designated:

1. Discover and define the most critical problems facing the schools of Alameda County in regard to occupational preparation and design a Master Plan for developing and implementing solutions. Fault Tree Analysis, a method which increases the probability of success in any system by an analysis of the most likely modes of failure that could occur, has been an integral part of developing the Master Plan.
2. Establish a regional resource file of Eastbay business-industry-government-education leaders who can render consultative and financial assistance to school districts in solving educational problems.

As part of its training program in systematic planning for educational improvement, the PACE Center has held both individual and group conferences, and conducted workshops in planning and evaluation to assist districts in project development, including locating public and private funding resources.

Dissemination of information regarding needs and innovations has been an integral part of the Center's functions. This includes bulletins, newsletters, news releases, and presentations to educational and community organizations, both locally and regionally.

DATA OBTAINED:

The following data have been or will be obtained in the development of a Master Plan for systematic improvement of occupational preparation in Alameda County: research data relative to the demographic characteristics of the County, employability of Alameda County youth, the industrial and employment structure of Alameda County and manpower predictions; the identification of agencies with similar problems; the identification of current successful programs; and the compilation of available financial and human resources to assist in implementing solutions to the problem.

PARTICIPATION:

The Executive Council, which sets policies for the PACE Center, is broadly representative of the cultural and educational resources of Alameda County. The planning and operation activities of the Center as described above have resulted in extensive involvement of local educational agencies (both public and non-profit private schools), as well as civic groups, professional associations, colleges and universities, public agencies, and business and industry.

EVALUATION:

The fault tree (constructed in consultation with many experts from engineering, business, vocational education, curriculum development, and educational research) identified over a thousand negative events and demonstrated that it is a viable method for use in long-range planning.

Critiques from training workshops and project development meetings, statements of individuals to the staff, and increased participation in Center activities provide evidence that the Center is fulfilling its function as a regional planning and evaluation agency.

Local educational agency: Alameda County School Department
Address: 224 West Winton Avenue, Hayward, California 94544
Project Director: Daniel E. Johnson, Ph.D.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Exemplary Program of Itinerant Orientation Mobility Instruction for Blind Children on a Regional Basis

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-001678-0905	Operation	7/1/66	6/30/67	$27,553
OEG-4-6-001678-0905	Operation	7/1/67	8/31/68	$19,226

TARGET POPULATION: The target population is those blind teen-agers who attend regular day classes in the San Francisco East Bay Community. The area includes several counties totalling about 1,000 square miles inhabitated by about 1½ million people who are about 20% metropolitan area - central city, about 40% metropolitan - non-central city, 20% other urban, 2% rural farm, and about 18% rural non-farm.

MAJOR OBJECTIVE: The major objective is to foster the extension throughout the country of orientation-mobility training for blind children by demonstrating a simple, effective regional plan which brings this essential skill to children as part of their schooling.

OTHER OBJECTIVES: To have orientation-mobility instruction included in the list of reimburseable special education expenditures authorized by the California Education Code. To teach blind teen-agers in Alameda, Contra Costa and parts of San Mateo Counties how to travel safely in their neighborhoods, schools and cities without a guide and without getting lost. To instruct those students in self-help skills related to independent living. To show to the legislative bodies who have the power to provide local funding that this new program is feasible and effective.

ACTIVITIES: Two full time mobility instructors each give individual instruction to 5 or 6 students daily during the pupils' free periods. They teach the blind pupil: (1) to use his remaining senses and native intelligence to determine where he is in space and how to take and maintain a direction to reach a desired destination; (2) how to use the long cane and other techniques to gather information for use by the navigating function and to protect the body from hazards; (3) how to understand and use traffic signals, public transportation, thoroughfares, and buildings; (4) how to develop a spirit of self-confidence in travel; and (5) to acquire self-help skills and techniques necessary for the blind person to be independent. The instructors, among other duties: (1) consult with the special resource teachers, parents and regular classroom teachers; (2) develop instructional aids; (3) show the program to visiting professionals; and (4) make presentations at professional and public information events.

PARTICIPATION: Besides the School Departments of the counties already named, the following school districts have been served: Berkeley, Castro Valley, Fremont, Livermore, Oakland, New Haven, Pleasant Hill, Pittsburg, Redwood City, San Leandro, and San Lorenzo. Cooperating agencies include San Francisco State College, Mt. Diablo College, the California State School for the Blind in Berkeley, California Vocational Rehabilitation Services, the American Foundation for the Blind and the California State

Department of Education Bureau for Physically Handicapped Children.

DATA OBTAINED: Two full time mobility instructors attached to a public school office intermediate between local and state levels can serve a region like this one with a sufficient concentration of service so that no blind secondary school student in it need graduate without having received some instruction in independent travel and living skills. Some graduates of the program travel throughout the East Bay including crossing to San Francisco to colleges and to places of employment using public transportation and without a sighted guide. The better students became completely independent travellers, but about 1 in 7 of the students fail to benefit from the program. Girls were found to be less motivated and less successful in mobility training than were boys. About 100 to 110 hours of instruction were needed for optimal success and 3, 4, or 5 periods of instruction a week proved to be superior to 1 or 2 per week.

The costs of the program were found to be equivalent or lower than the cost of other individualized services such as those provided in a family service guidance clinic, even when mileage reimbursement for the teachers is included.

When a sample of students was ranked according to achievement in the program, the following statements were found to be true of the top ranking student. "... now capable of moving about in his environments safely and adequately. Prior to instruction, this boy's sphere of unsupervised movement was limited to his home and yard. He uses his cane daily in all his activities where moving about is necessary ... uses public transportation in travelling about the Bay Area on a regular basis."

The lowest ranking student was described as follows: "Prior to the training period, this girl ... could not move about her school or home without being led. She made some progress early in the instruction and then reached a plateau from which she was never able to move. The girl was not ready to profit from further instruction at that time so she was dropped ... The instruction she received was helpful to her in a limited way, but she could not move about on her own independently even after her instructional program."

EVALUATION: It is feasible and desirable to teach blind students independence both in travel and in general living. It is possible to do it at a reasonable cost through a regional plan which does not require separate and isolated school districts or agencies to each hire their own mobility instructor. Prevalence fluctuates widely from year to year in small geographical areas, and by serving a region rather than a more limited area, the decline of need in one district will be counterbalanced by an increase in another. The plan works, and the instruction is essential to blind children.

The final goal, which is to have mobility instruction made a regular and funded part of special education services, has not been reached. The task will not be completed until blind students throughout the state of California in particular and hopefully other states as well, have mobility training during their formative years before they form almost irreversible habits of dependence. The program is successful and well received by students, parents, educators, and other professionals, but "Sacramento" has not yet been convinced that the program should be funded.

Local educational agency: Alameda County School Dept. PACE Center
Address: 224 West Winton Avenue, Hayward, California 94544
Project Director: Len L. Lasnik

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Better Listening for Better Learning

Funding:

USOE Grant Award No.	Type	Period of Funding From To	Amount $
4-7-673047-3080	Planning	3/1/67 extended to February 28,'68	57,703

TARGET POPULATION:

Listening component -- Regular classes in grades 2, 5, 8, and 11 in eight school districts of the county, the Alameda County Special Schools, and the Catholic Diocese of Oakland.

Reticence component (included in January 13, 1967 addendum) -- Elementary and secondary school students in 20 schools in the county, randomly selected except that each class will contain a number of the children identified as being reticent.

MAJOR OBJECTIVE:

Listening -- To develop a set of sequential listening lessons, both perceptual and cognitive, suitable for listening training at grades 2, 5, 8, and 11, together with pre- and post-tests.

Reticence -- To plan a program for working with reticent children in the classroom, together with inservice training for the teachers of reticent children.

OTHER OBJECTIVES:

To develop innovations in the planning process in the methods and media used, in ways of bridging the gap between research and implementation, and in content for a tape library for use in the schools.

ACTIVITIES:

Management of the Project:
1. Organization of steering committee.
2. Organization of task forces to carry on the work of the planning grant.
3. Identification of participating schools and teachers.
4. Identification of community resources.

Needs Assessment:
Speech survey, April-May 1967, for purpose of identifying speech reticent children.

Instructional Materials:
Developed objectives, content, and teaching strategies for the

cognitive listening tapes and tape recorded most of them.

Developed prototype tapes with perceptual tasks.

Developed materials for the use or teachers working with reticent children.

Inservice:
Conducted two-week summer institute (1967) for teachers in reticent project.

Workshop for teachers in listening project.

PARTICIPATION:

Arrangements for the participation of children enrolled in private schools were made through the Catholic Diocese of Oakland. Participants aside from those in the schools in the county included professors from the University of California at Berkeley and Santa Barbara, California State College, Hayward, University of Washington, Seattle Hearing and Speech Center, The Pennsylvania State University, California State Department of Education, Institute of Systems Sciences, Inc., Toastmasters International, International Toastmistress Club, Inc., and East Bay Skills Center.

DATA OBTAINED:

Since this was a planning grant, the only relevant data obtained were the results of the spring 1967 speech survey, the evaluations of the 1967 Summer Institute on reticents, and the content of the operational proposal, submitted to USOE July 1, 1967, which was based on the work pursued during the planning grant.

EVALUATION:

The objectives of the planning grant were reached. Lessons and other materials were developed for both the listening and reticence components of the project. Evaluation of the 1967 institute showed that the objectives had been attained in a satisfactory manner. The project is being conducted under the operational grant, and it has been necessary to increase the number of districts due to teacher requests for participation in the program.

Local educational agency: Alameda County Superintendent of Schools
Address: 224 West Winton Avenue, Hayward, California 94544
Project Director: Len L. Lasnik

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

PROGRAMS IN ORAL COMMUNICATION

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
9-8-005424-0043-(056)	Operation	3/1/68	6/30/68	$70,919

Project #1: "Better Listening for Better Learning"

TARGET POPULATION:

Approximately 3,800 students in grades 2, 5, 8 and 11 and adult were involved in the first phase--field-testing of materials. Students represented low and high socio-economic status groups. Within a theoretical framework, curriculum was defined as a "sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units (in the sequence) have already been mastered by the learner." Expressed as defined objectives, content was viewed as descriptions of the expected capabilities of students in specified domains of human activity, e.g., in listening comprehension. Essentially, the project intended to test a hierarchy of learning skills in the area of listening.

One hundred and two teachers initially volunteered to participate in the program. Several teachers used more than one class at the secondary level. The listening project is essentially that of a teacher-training effort or inservice education focus.

MAJOR OBJECTIVE:

The listening project has been designed to teach students the critical comprehension skills necessary to participate as effective participants in oral communication. The major vehicle for reaching this objective is through test and training cognitive listening tapes. Eleven skills are involved.

OTHER OBJECTIVES:

Providing a testing and training sequence within the area of "Auditory Perception." Students selected for this training will receive assistance in dealing with sound on sound, speech on speech--sound discrimination. Learning how to focus on and track speech signals is the main objective.

Providing students with a library of tape-recorded interviews with men and women from a wide range of occupational fields. Main objective is to assist students in learning about advantages and disadvantages of specific occupations, training necessary, working conditions and attitudes of people toward their work. A spin-off of this objective would be to provide motivation for students to view vocational choices more realistically and to plan for their own futures.

To reinforce the skills learned in the listening comprehension lessons.

Compressed and expanded listening tapes will be used to improve attention,

Local education agency: Alameda County Superintendent of Schools

OTHER OBJECTIVES (Continued):

focus and tracking (utilizing the time gap between thought and speech), and also to provide faster and slower input for some of the listening comprehension lessons.

ACTIVITIES:

Twenty-two lessons were written for each of the four major levels. (Adult was considered grade 11.) One cognitive listening test was written for each of the four levels. The total program on tape consisted of eighty-eight cognitive lessons plus four tests. All classes received the appropriate level test. Based upon the evaluation design, certain classes received the cognitive training sequences.

A pre-inservice meeting was held with all teachers followed in May, 1968 with a post-follow-up meeting for a complete discussion regarding testing and training.

Only a limited number of classes participated in the auditory-perception program during the initial phase.

Thirty-five career tapes were developed and a limited series of compressed/expanded tapes were completed prior to June, 1968 . Plans are now underway to initiate the demonstration phase of the listening program for inclusion of all the listening materials.

PARTICIPATION:

The participating teachers (both control and training) represented all levels of the socio-economic status schools within Alameda County. The non-profit private school segment was represented by one class from the Moreau High School, Catholic Diocese of Oakland. During 1968-69, plans are underway to involve approximately twenty additional teachers from the private sector at the elementary and junior high level.

DATA OBTAINED:

The preliminary phase of the project is currently being written and evaluated. The analysis is thus still incomplete. The data and analysis, when complete, should disclose crucial information relative to individual differences of students with regard to specific units or skills.

EVALUATION:

Preliminary analysis of the data from the initial phase indicates, in general, that training was effective in raising a student's score. Subjective evaluation of classes in training indicates that students and teachers are more aware of the complexities involved in learning to listen. Plans call for a follow-up of a small number of classes as they start their new school year without listening training. A copy of the Hackett Test of Language Comprehension is part of this report.

Local education agency: Alameda County Superintendent of Schools

Project #2: "Releasing the Reticent"

TARGET POPULATION:

During the period from January, 1968 through June 30, 1968, there were approximately 1000 students involved in the project. Grades were from kindergarten through twelve. All socio-economic status groups were part of the focus of the project. Although the project was designed for impact on the shy, quiet student who hesitated to communicate effectively in the classroom, emphasis was also placed on all students. During the initial phase there were forty teachers in the project.

With the start of the demonstration phase through the summer institute in August, 1968, emphasis was placed for work with only thirty teachers. There will be 900 students in the current phase.

The thirty teachers will be working with members of the peer group who were designated as "master teachers" at the institute. All teachers, representing eight school districts in the Alameda County, have volunteered for this special assistance.

MAJOR OBJECTIVE:

The overall purpose of the project is to introduce to participating school districts methods of improving the classroom oral behavior of reticent students.

OTHER OBJECTIVES:

1. All students will participate in classroom oral interaction so that they volunteer comments, express their own ideas freely and clearly, and make an effort to adapt their own ideas to the thoughts and feelings of others.

2. Participating teachers become the center of a spiral for dissemination of ideas relative to entire school staffs.

3. Teachers understand and accept differences among communication styles of different socio-economic and ethnic groups.

ACTIVITIES:

From January, 1968 through June, 1968, the two consultants from Pennsylvania State University visited teachers in the various districts. The consultants observed teachers in action, held individual conferences with them and also arranged for weekly group meetings.

Throughout this period of time, Dr. Lloyd Crisp worked in the area of outside evaluation for the project. Through the efforts of Dr. James Barclay, California State College at Hayward, pre and post tests for helping the teacher understand identification of the reticent student were used. A variety of surveys and questionnaires were also used as well as special forms developed especially for the project

Local education agency: Alameda County Superintendent of Schools

ACTIVITIES (continued):

Several workshops were held for the participating teachers and were chaired by Dr. James Barclay. The first summer reticence institute held at California State College at Hayward achieved its main goal of exposing the teachers to the problems of reticence and offered some tangible solutions for remedy.

The second summer institute held at Castro Valley was entirely different in that students were used for the morning sessions and served as demonstration classes. Master teachers assisted the consultants.

PARTICIPATION:

The participating teachers represented all levels of socio-economic status schools within Alameda County. The non-profit private school segment was represented by one class from the Moreau High School, Catholic Diocese of Oakland.

DATA OBTAINED:

The preliminary phase of the project is currently being written and evaluated. Two major questions to be answered are: (1) What are the psychometric and behavioral parameters of the construction of reticence? (2) What are the effects of an experimental treatment procedure implemented by consultants in a preliminary study during the spring of 1968? An analysis of the pre and post questionnaires from the 1968 institute as well as a final report from the outside evaluation will be completed in September, 1968.

EVALUATION:

A preliminary report relative to the work of the consultants indicates that teachers provided significantly more opportunities for students to speak in the classroom, that the students and teachers had an increased understanding of the communication process and that there was a reduction in the number of instances in which students showed symptoms of reticence. A working copy of the "Releasing the Reticent" manual containing rationale, philosophy and activities for the classroom is a part of this narrative report. The manual will be revised in the light of teacher comments by December 1, 1968.

Local educational agency: Alum Rock Union Elementary School District
Address: 2930 Gay Avenue, San Jose, California 95127
Project Director: Joseph P. McElligott, Director of Compensatory Education

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: PROJECT UNIDOS

A United Neighborhood Involved in Developing an Outstanding School

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-006166-0147 (056)	Operation	6/15/68	6/30/69	$90,518

TARGET POPULATION: Project Unidos directly affects the total population of the San Antonio School attendance area. The student population of San Antonio School is 80% Spanish Surnamed, 9% Negro, and 11% other. Although the major impact of the program is at the preschool and primary grade level (300 youngsters), project components extend through grade 6 and involve parents and teachers in cooperative program development and implementation.

MAJOR OBJECTIVES: A. To improve verbal, oral language, and reading skills along with general school achievement. B. To improve student attitude toward school while improving self-image of the community. C. To improve the physical health and diet of the students and the community.

OTHER OBJECTIVES: A. To improve communication within the San Antonio School and among target area residents. B. To develop cooperative involvement of school and community in educational program development.

ACTIVITIES: A. (1) Instill in the children of San Antonio School an awareness of the relevance of basic skills and future employment through a series of first hand experiences with the world of work. (2) Initiate a massive program of intervention and language development at the preschool and primary grade level with reduced class size and increased adult-child contact.
B. Make San Antonio School a visible symbol of community pride and community idenity that will improve the self-image of students and their parents who will be involved in: (1) The creation of a mosaic panel depicting the San Antonio neighborhood milieu on the exterior of the building. (2) The installation of a carillon that would be heard periodically throughout the day and would serve as a reminder of school-community purpose (programmed by children enrolled in music instruction.) (3) Intergroup living experiences at Camp Stuart. (4) Organization of a San Antonio folk dance and choral group.
C. (1) Initiation of a daily free breakfast program utilizing surplus food stuffs and staffed by community volunteers. (2) Organization of a "Healthful Living" child and parent education program in the community. D. Initiation of in-service education experiences for the San Antonio School staff that will include: (1) Conversational Spanish and Mexican culture in a month long institute in Mexico. (2) Sensitivity training with parents throughout the school year. (3) Visitations to all homes in the community. E. (1) Establishment of a parent-teacher council whose structure and activities are cooperatively determined by the participants themselves. (2) Provision of facilities (additional buildings) for parent committee gatherings and school-community program development meetings.

PARTICIPATION: UNIDOS is a project developed cooperatively by the parents and faculty of the San Antonio School to make that school a vehicle for the

Local education agency: Alum Rock Union Elementary School District

improvement of neighborhood stability and to improve the effectiveness of the San Antonio staff in working with the community they serve.

PROJECT UNIDOS is unique in its origin as it has been conceived by a community who, faced with increased urban tension, is looking to the school and its resources as a preventive tool for easing racial tensions, improving communications between the institution and the poverty area residents, and developing basic skills for securing future employment.

Far too often educational programs for the disadvantaged are imposed upon the student population by school authorities. Minority groups and victims of poverty cycles are suspect of these interventive attempts. The community suspicion which often takes the form of indifference, non support, or hostility is transfered to students and is reflected in poor school attendance and achievement.

Therefore, the parent and teacher committee that has authored PROJECT UNIDOS includes within the project local objectives that will build school-community unity. True school-community communication, involvement, and support will assure the success of the educational program with student objectives. (It is realized that the type of school-community involvement referred to cannot be actualized immediately. Therefore, procedures begin with small and immediately visible activities and will then build to greater involvement of the total community in more sophisticated and abstract concepts of curriculum development.)

DATA OBTAINED: The following data will be used to determine the extent to which the major objectives are accomplished: a) Test scores: Peabody Picture Vocabulary, Stanford Binet, Illinois Test of Psycholinguistic Abilities, Metropolitan Readiness and Achievement Tests, and Wechsler Preschool and Primary Scale of Intelligence batteries. b) Student attitude change as measured by content analysis of student essays and other specially selected instruments. c) pre and post program health survey of students.

EVALUATION: Although the program has been operational for only two months at the time of this report, PROJECT UNIDOS is already proving that the concept of a school as a community center is worthwhile. Teachers report pupil progress at an all time high. Parents and teachers are together in developing and implementing the program. Communication within the target area neighborhood is opening up. The school is, in fact, becoming a community center with which the neighborhood residents identify. Teachers and parents together are developing the skills that bridge across racial, ethnic, and social barriers.

Local educational agency: Anderson Valley Unified School District
Address: P.O. Box 457, Boonville, California 95415
Project Director: Roland H. Gutherz

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

PLANNING A VOCATIONAL-HUMANITIES CENTERED CURRICULUM

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-673137-3117	Planning	3-8-67 3-7-68	3-7-68 3-6-69	30,258.00 23,732.00

TARGET POPULATION:

The present target is the lower division, 9th and 10th graders, but the ultimate target is the entire high school.

The entire faculty is involved through the large group presentations and interrelated projects.

When the lower division meets as a large group, for a presentation, the entire student body is welcome.

MAJOR OBJECTIVE:

Relate humanities and vocations to better prepare our students for a changing world.

OTHER OBJECTIVES:

We have six basic objectives related directly to our major objective.
These are: Have our students become aware of themselves.
Have our students become aware of the thinking process.
Have our students become aware of the material world.
Have our students become aware of perception.
Awaken the human spirit.
Help our students through historical interpretations.

All the above are aimed at understanding reality.

ACTIVITIES:

At regular intervals the lower division meets for a presentation which may be a movie, guest speaker, teacher prepared or student prepared material. The group meets for one hour with follow up taking place in the regular classroom. The follow up can be, and is encouraged, in any subject matter if the presentation is pertinent. The large group meetings are designed to promote interest and stimulate thinking in the area under consideration. If a student is motivated he is encouraged to continue his interest and make a report to the entire lower division.

Local education agency: Anderson Valley Unified School District

The students are encouraged to do interrelated contract projects. The contract allows the student to receive credit in more than one subject area.

To help reach our goals we initiated a modular schedule, each mod running twenty minutes.

PARTICIPATION:

There are, at present, no cultural or educational agencies in Anderson Valley.

DATA OBTAINED:

The data obtained was through a staff constructed student questionnaire and teacher evaluation of the large group presentations.

EVALUATION:

At the close of our initial year we found that our program did not meet our objectives as had been anticipated. Because of this, we had consultants, as evaluators, examine our program and make recommendations which were followed. Through the implementation of the consultant and teacher recommendations Anderson Valley High School has had one of its finest school year openings.

Local educational agency: Atascadero Unified School District
Address: 6475 Olmeda Avenue, Atascadero, Calif. 93422
Project Director: Dr. L. E. Holden

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

"Program for the Initiation of Learner-Oriented Teaching"

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
9-8-074314-0003	Operation	8/1/67 to	8/31/68	$26,018

TARGET POPULATION: In-service training program aimed to enable the staff of the Atascadero Unified School District to improve curricula for the 3000 students of the unified school district.

MAJOR OBJECTIVES: To develop and improve staff capabilities in areas of:

1. Planning
2. Development of measurable educational objectives as described in behavioral terms.
3. Interpersonal relationship or team work skills which will make the staff more effective in the teaching of improved curriculum modified to meet the needs of students in the unified school district.

OTHER OBJECTIVES: Total community involvement through use of Citizens Committee, Board Members, and staff members in the identification of student needs.

1. Recognize the needs of learners as identified by the Tri-County Title III Pace Center, a representative cross section of citizens, parents of learners, learners and order these needs in terms of criticality, -- priority.
2. Develop instructional objectives based upon identified and ordered learner needs and described in behavioral terms using criteria from Mager's "Preparing Instructional Objectives" as a guide.
3. Examine, evaluate, select, and modify appropriate learning experiences (curricula) in terms of learner needs and learner capabilities.
4. Implement appropriate learning experiences utilizing feasible available method/media and content which are most likely to assure the highest levels of student performance.
5. Provide for the necessary self-correcting and self-perpetuating qualities to assure continuation and replicability in other school districts.
6. Increase staff teamwork effectiveness in working with groups (other teachers, students, administrators and public)

ACTIVITIES:

1. Teach special skills to selected personnel of the target district, the County Office of Education, and the Tri-County area.
2. Use special skills to recognize and set priorities for learner needs.
3. Use special skills to evaluate present program in terms of learner needs.
4. Use special skills to determine feasibility of providing for learner needs.

Local education agency: Atascadero Unified School District

5. Use special skills to develop models which tell us how to implement new curricula.

6. Determine criteria for curricula selection.

7. Select the "what" and the "how" of the new curricula.

8. Use model to implement the new curricula in selected areas of the instructional program.

9. Continued review of current program provide for training of new personnel.

There was joint participation by personnel in the target district, personnel in the County Office of Education and personnel from neighboring districts. Participation--voluntary.

DATA OBTAINED:

1. Pre-and Post tests relating to skills given to participants.

2. Participants' evaluations of in-service training offered.

3. The second and third year of the Project will provide data measured in terms of "product". Participants will be using their special skills to identify student needs, establish priorities, develop criteria for modification of curricula which best meets student needs, and provide students of the district with the new curricula (instructional program).

EVALUATION: At the time of this writing only part of the in-service training for teachers has been provided. Data gathered at the present time indicates:

1. Training and teamwork skills was judged very successful by most participants.

2. Participants using system analysis skills demonstrated satisfactory performance skills in critique and diagnoses after using Mager's book, the Eiss series and Popham series.

3. Participants report that the Criteria Reference assignment used for measuring the success of team work skills needs to be redesigned.

4. Relating to team work skills participants demonstrated capability to reproduce the training program with a high degree of reliability.

5. Trainee's evaluation of the in-service training provided in systems analysis indicates that participants viewed this section of the program as highly successful.

APPLICATION OF SPECIAL SKILLS TO PARTICIPANTS:

1. Teams of trainees were able to a limited extent, to apply special special skills to district problems identified in the instructional program of the school district. This phase of the project will be continued in the second and third year.

Local educational agency: Barstow Unified School District
Address: 551 So. "H" Street, Barstow, California 92311
Project Director: Dr. Warren Linville

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: An Environmental Approach to Investigations and Inquiry in Science

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-005859-0159 (056)	Operational	6/15/68	6/30/69	$64,273.00

TARGET POPULATION:

Students in grades 4 through 12 in the Barstow Unified School District will participate in the project. Approximately 6660 students will be involved along with 285 teachers and administrators. The ethnic distribution of the students is as follows:

Anglo	67%
Spanish	22%
Negro	6%
Indian	3%
Oriental	1%
Others	1%

The school personnel involved consists of all elementary teachers in grades 4-6, science teachers in grades 8-12, and elementary principals.

MAJOR OBJECTIVES:

By use of individualized open-ended investigations of the local environment, students will become more involved in the learning process, will experience higher cognitive levels, become more autonomous and will be able to express their individual creativity.

OTHER OBJECTIVES:

1. Improve students' ability to bring the tools and concepts of many scientific disciplines to bear on the problem of investigating the desert environment.
2. Improve students' ability to use tools and instruments as extensions of the senses and for quantitative work.
3. Improve the ability of the students to gather acceptable data and to record and organize it into a usable form.
4. Improve the students' ability to use data effectively in support or rejection of proposed hypotheses.
5. Provide open-ended student investigations which will serve as problem areas for inquiry and allow students to proceed at their own rate in seeking a solution.

OTHER OBJECTIVES (continued)

6. Improve students' ability to refine data gathering techniques until the data can be considered reliable enough to satisfy the requirements of the investigation.
7. Provide activities which will lead to an understanding of the need for conservation practices.
8. Improve students' ability to match general observations with the broader science conceptual schemes involved.
9. Provide student experiences in investigating the adaptations made by the desert flora and fauna.
10. Provide a model program of an outdoor data gathering center which will serve in teacher in-service training on a county-wide basis and will demonstrate methods of using the environment more effectively as a source for student investigations.

ACTIVITIES:

1. Teachers attend a Saturday in-service program and select suitable problems for student investigations.
2. A week of class preparation provides students with opportunities to plan their investigative techniques for their individual or small team problems prior to their visit.
3. Students spend a full day at the Desert Research Station gathering data.
4. The following two weeks of classwork is devoted to the organization and analysis of data, modification of hypotheses, and the sharing of the experiences.
5. Revisits to gather additional data may be scheduled when needed.

PARTICIPATION:

Refer to section on "Target Population."

DATA OBTAINED:
EVALUATION:

This project was funded for only 15 days in the fiscal year 1967-68. A field director and secretary have been hired and are currently preparing the materials to be used by teachers and students.

Local educational agency: **Bellflower Unified School District**
Address: 16703 S. Clark Avenue, Bellflower, California 90706
Project Director: Martha Maybury Wampler

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **PROMOTION OF CREATIVITY AND PARTICIPATION IN MUSIC EDUCATION**

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-000257-0356-(056) Revised No. 5	Operational	Mar.'66	Oct. 30,'68	$133,683.00

TARGET POPULATION: Six participating school districts: ABC Unified; Bellflower Christian (private--Dutch Reform); Bellflower Unified; Compton City (75% Black, 25% White, Oriental, Mexican); Downey Unified; Paramount Unified. Two colleges: California State College, Long Beach; Immaculate Heart College, Los Angeles (private--Catholic).

Yr.	District	Schools	Grades	Classes	Students	In-service	Univ. Extens.
'66	Bellflower	5	1,2,5	11	325	After sch.	------ ss
'67	6	10	K-12	23	713	After sch.	--W/S/ss
'68	6	15	K-12, EH	27	835	Tues. a.m., weekly	F/W/S/ss
'68	2 colleges	2	-------	2	37		(quarters)

MAJOR OBJECTIVE: To study implications for American education of Orff-Schulwerk. Prime improvement sought was student discovery of inner spontaneity of childhood as a resource for creative power. Learning rooted in play was thus child-oriented and resulting expressive forms marked with originality and directness.

OTHER OBJECTIVES: To develop (1) sensitivity of teachers toward student behavior; (2) wide fields of impressionable material in student composition; (3) feeling for form and performance in these media; (4) modes of divergent response in expressive behavior. Tests developed for evaluation were "Behavior Checklist" kept by classroom teachers and Aptitude and Attitude measures given in pre- and post-study. Test for Creativity administered showed early trend favorable to experiment.

ACTIVITIES: Pilot-teaching; In-service; University Extension; undergraduate teacher education; Research Committee in Literature, Folklore, Musicology, Psychology; demonstrations and workshops by Staff throughout southern California area; open class visitation and observation of Pilot-teaching; two International Symposia on Orff-Schulwerk in the United States; publication of Newsletter of Orff-Schulwerk in the United States; opening of Graduate Center for Orff-Schulwerk at University of Southern California.

Local education agency: Bellflower Unified School District

PARTICIPATION: Dr. Carl Orff, Munich, Germany; Project Staff: Frau Gertrud Orff, Miss Margit Cronmueller, Martha Maybury Wampler; six cooperating school districts with 15 principals and 8 district coordinators of music; Dr. Robert Haas, Research Head and Head of Arts, Humanities, and Social Sciences, University of California Extension; Dr. Dean Flower, Dr. James Hanshumaker, Dr. Newton Metfessel, University of Southern California; Dr. William Hutchinson, Dr. Juana de Laban, Professor Oliver Andrews, University of California, Los Angeles; Sister Christina Mary Colombo, Immaculate Heart College, Los Angeles; Dr. Gerald Strang, Dr. Robert Anderson, Dr. Robert Tyndall, California State College at Long Beach; Dr. Ronald Koegler, Psychiatrist, UCLA Medical Research; Mr. J. Richard Harsh, Educational Testing Service, Western Division; Miss Marilyn Burns, Los Angeles City Schools; Professor Bess Lomax Hawes, San Fernando Valley State College; Dr. Irene Weinrowsky, Frau Ingeborg Kurtze, Consulate of Federal Republic of Germany, Los Angeles; Dr. Clarence Gates, Jet Propulsion Laboratory, California Institute of Technology; Professor Wilhelm Keller, Orff-Institut Akadamie Mozarteum, Salzburg, Austria; Dr. Walter M. E. Kaun, Deutsche Volkshochschule, Bavaria; Dr. Ollesak, Goethe Institute at San Francisco; Mr. Carlos Hagen, KPFK-FM; Mr. Thomas Cassidy, KFAC, Los Angeles.

DATA OBTAINED: 1966-67 measures in Musical Aptitude, Children's Drawing Indications and Individual Creativity administered to small sample of project and non-project students in six cities. Trends pointed toward positive growth of experimental children in self awareness in portraying action and body relationships in drawing, more creative responses to problem solving, and no noticeable change in music aptitude in the one-year period. Studies were foundation of a larger measurement completed in the 1967-68 school year. New instruments in measuring attitude change toward musical activity, behavior change in group participation, were designed and added. Reading and Reading Readiness scores for all project and non-project students involved were included in the large comparative study.

EVALUATION: Final Evaluation Report will appear in the total Report presented to the Office of Education in October, 1968. Total student population studied over six-district area was 1,200.

Local educational agency: Berkeley Unified School District
Address: 1414 Walnut Street, Berkeley, Calif. 94709
Project Director: Jay B. Monfort Project Coordinator: Dorothy A. Bennett

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

EPOCH: Educational Programming of Cultural Heritage

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-001423-0912		6/1/66	5/31/67	$ 49,102
OEG-3-7-704059-4436	Pilot	6/1/67	5/31/69	$325,578

TARGET POPULATION:

The target population experiencing the full benefits of EPOCH were 16 experimental classes in the evaluation study. Classes were from six unified school districts in the Bay Area: 9 from Berkeley, 3 - San Ramon Valley, and 1 class each from Oakland, Emeryville, Richmond and Albany. Eleven seventh grade classes, three fifth grade, and one each from the sixth and eighth grade. Four hundred twenty-nine students were included. They made three visits each - totalling 1317 individual student visits studied. There were three classes of low scholastic ability and two "honors" classes. Other classes had a range of abilities. The groups were racially mixed. Many other students, teachers, school administrators, practice teachers, college and university departments of the Bay Area have been involved in the planning and experimental period and have been variously influenced by the experience.

MAJOR OBJECTIVES

To create a new environment for learning where comprehensive resources and advanced technology are synthesized in teaching man's cultural heritage. To expose students to audio-visual and tactile learning experience in the humanities and social sciences in group and individual situations. To create a resource center where a comprehensive information and materials retrieval file will relate anthropology, art, architecture, dance, drama, geography, history, literature, music, religion, etc., within a reference system for teachers and students.

OTHER OBJECTIVES

To increase student awareness of the plurality of human cultures and of the creative impulse as a form of communication and as an identifying factor of the culture as well as the source of the achievements of all cultures. To help students to discover the interrelationships between the arts, humanities and other fields of knowledge. To develop and expand the EPOCH environment and multi-media approach for more effective use with teachers and students at elementary and secondary grades and as a pilot for use in all subjects at all academic levels. To create innovative and exemplary methods and programs at the EPOCH center which can be adapted for classroom use and school installations.

ACTIVITIES

The EPOCH project developed a new kind of instructional environment: Demonstration Chamber where 400 square feet of confluent projections can create a life-size foreign scene surrounding the viewers; sequential projections can follow steps in any process; accompanied by music and/or voice. World History Time Table offers continent and century grid on which three-dimensional replicas of human achievement give historical sequence. Resource Room offers individual equipment for use of: slides, filmstrips, film loops, movies, tapes, records, etc. Reference System integrates all resources on all subjects from all periods and all places. Staff research, curriculum study and program planning; staff experiment in new multi-media teaching methods; teacher consultations for curriculum enrichment; student exposure to multi-media instruction in class groups and to individual research in Resource Room.

PARTICIPATION

1317 student visits in the evaluation were major focus of Pilot Period
300 practice teacher visits gave clues to more effective use of EPOCH
250 teachers, principals, professors in educational group meetings aided in planning replicable features for other school systems
County curriculum advisors, state educational committees, supervisors of art, social sciences, etc., aided in teacher workshops and institutes
2000 other visitors assessed EPOCH method of instruction for general public

DATA OBTAINED

The data obtained included semi-structured teacher interview to determine the value of the EPOCH experience in terms of: pupil learning; possibilities for classroom follow-up and improved instruction; and potential of the EPOCH plan as a complementary resource for regular classroom instruction and general school programs. Other data: 1) an attempt to measure changes in students' attitudes with a version of the Semantic Differential. 2) Student preferences in ways of learning. 3) Information on pupil nonverbal behavior in the Demonstration Chamber and pupil responses to the Resource Room and Mini-Museum.

EVALUATION

The study shows that the mechanics of EPOCH's operation function smoothly and efficiently and that student and teacher acceptance is high. Students' comments were overwhelmingly positive in response to an open-ended request for comments, and 73% of the children said they liked their EPOCH visit very much, (as opposed to: somewhat; little, or, not at all).

Teachers and students commented favorably on the helpfulness of the staff and the adequacy of instruction in the use of resources and equipment. The aspects of EPOCH most preferred by students were the large-scale environmental projections in the Demonstration Chamber and the freedom to choose and use resources on their own.

In choosing among a variety of ways to learn about other people and places, these pupils ranked, in order, visits to EPOCH, TV programs, reading books of their own choice, and visits to museums as ways they liked best to learn. Visits to EPOCH, TV programs, reading school books, and listening to teacher were ranked, again in order, as being the most profitable ways to learn.

Local educational agency: Berkeley Unified School District
Address: 1414 Walnut Street, Berkeley, Calif. 94709
Project Director: Jay T. Ball, Ed.D., Coordinator, Project Development

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Development of an Educational Park System

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	4-7-67-2736-2889	Planning	2/15/67	6/30/68	$74,305

TARGET POPULATION:

Immediately affected by the project were all elementary children, grades kindergarten through six, about 8900 students, who would participate in the elementary school desegregation program scheduled for September, 1968. The District's 16 elementary schools, K-6, were reorganized into 12 K-3 schools and four schools grades 4-6. New boundary zones and attendance areas were established for the modified Princeton Plan with its two-way busing program for about 3500 students. Not only will black children be bused to schools in white neighborhoods, but white children will be bused to schools in black neighborhoods. All District personnel connected with the elementary level are involved in program and facility planning.

MAJOR OBJECTIVE

The major objective of the project was to develop a plan to end segregation in the Berkeley schools. The desegregation process would be concomitant with a general program of educational improvement to be planned and effected through wide community and school involvement and participation. Another objective in the consolidated park complex planning was to make maximum use of sites and facilities, and to minimize the park size through clustering of students in a school-within-a-school approach. Key words: esthetic, utility, flexibility.

OTHER OBJECTIVES

Long-range planning focused on the consolidation of the 30 sites now used by the District to a nine-site centralized Educational Park Complex. The parks would be located on sites presently owned by the District, but expanded where necessary to accommodate large numbers of personnel, and a total student enrollment, pre-school through grade 12, estimated to be 17,125 (1975). The elementary level would be re-structured to include primary schools (age three through grade three), and middle schools for grades 4-8. A prototype middle school plan and model were included. Plans were also developed for providing special educational programs to enrich the classroom offerings established for the students.

ACTIVITIES

All activities related to the target population as all facets of integration planning moved toward the implementation process. The process was one of massive staff and community involvement from the request for proposals for a plan for desegregation to the last details necessary to establish walking patterns and bus stops for the children. Studies essential to planning were made in the following areas: 1) demographic study of the District's student population; 2) student census, K-12 grades; 3) scholastic achievement grades 1-6; 4) school building surveys; 5) transportation and streets. Information from these studies was translated onto various IBM data decks to assist in planning activities. Separate task groups for both integration and educational park planning were established. The former reviewed, analyzed, and refined all proposals which were submitted for integration planning and from 40 proposals, distilled five. The five prototype plans were distributed to all school personnel, discussed and evaluated. Further review and refinement resulted in the Berkeley plan for grades K-3, 4-6, and adopted by the Board of Education in January, 1968. Educational park and integration planning were concurrent, and the K-3, 4-6 plan became an immediate alternative for an educational park system.

PARTICIPATION

Teachers, specialists, consultants, administrators, and other interested staff members from the District were involved in project planning. Interested parents, lay citizens, and representatives from all city agencies also were involved. Special committees included a lay citizens advising and review committee to work with the task groups; a special superintendent's advising committee; a speakers bureau for special community meetings. Several open workshops and special community meetings were held. Consultants included architects, educators from the University of California at Berkeley, Stanford University, and nearly school districts.

DATA OBTAINED

In addition to data mentioned under "activities", base-line data to measure individual student achievement behavior, and attitude prior to elementary integration was collected. Data collection was made possible by a contract with the University of California; the design for data collection was the result of interdisciplinary expertise; all testing was done by University-directed personnel to insure objectivity. The District expects to make this data the basis for extensive and in-depth evaluation programs over the next several years.

EVALUATION

Evaluation procedures anticipated as aspects of this program were put into operation. The various proposals are now being considered for evaluating the total integration program.

Local educational agency: Beverly Hills Unified School District
Address: 255 S. Lasky Drive, Beverly Hills, California 90212
Project Director: Dan M. Gibson

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Information Retrieval System

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-6-001150-0901	Planning	6/66	6/67	88,134.
3-7-703599-3856	Operational	7/67	6/69	225,524.

TARGET POPULATION:

5000 Students, K-12
400 Teachers

The Beverly Hills Unified School District serves a surburban community within the Metropolitan Los Angeles area. A comprehensive educational program is provided in four K-8 elementary schools and one four year High School. Strong emphasis is placed on individualization of instruction.

MAJOR OBJECTIVE:

To improve instruction and facilitate learning by providing individually to students in library study carrels and to teachers in classrooms immediate and automatic access to a wide variety of instructional materials in all media.

OTHER OBJECTIVES:

1. To provide teachers with the skills needed to design appropriate individual study programs utilizing all instructional resources.

2. To identify specific skills needed by instructors to effectively utilize the retrieval system and to develop those skills.

3. To produce for local and, when appropriate for national use instructional materials of all types which are not available commercially.

4. To develop among the staff an awareness of innovations in educational technology.

5. To measure change in student and teacher behavior as a result of use of the system.

ACTIVITIES:

1. System planning based on needs assessment.
2. Analyzing the alternative methods for providing rapid access to instructional materials.

Local education agency: Beverly Hills Unified School District

3. Technical feasibility study to determine which alternative is most suitable.
4. Preparation of technical equipment specifications.
5. In-service program with teachers on effective utilization of instructional materials for individualizing instruction.
6. Installation of pilot project - completed 2/67.
7. Field testing the pilot installation for technical capabilities and instructional utilization.
8. Developing through local production and from other sources appropriate video and audio materials suitable for Dial Access Information Retrieval.
9. Expanding system to all schools in the district. Study carrels provided in each of the school libraries - completed 2/68.
10. Continuing local production and acquisition of materials designed for Dial Access Information Retrieval.

PARTICIPATION:

1. Local television and communication industry.
2. Liaison with other Dial Access Information Retrieval systems nationally, including meetings of staff members and teachers from such systems.

DATA OBTAINED:

Objective data includes usage figures at all levels in all curriculum areas, tracking of reasons for use according to prestated objectives for this project, time modules of use of equipment, comparative data on single case studies on effectiveness, frequency of use of material, percentages showing growth in staff skills.

Subjective data includes staff opinion on optimum use of the system, logistical considerations, attitudinal surveys.

EVALUATION:

At this point of operation, the data can merely indicate trends so that decisions can be made in terms of keeping the program directed to the major objectives. Evidence gathered to date in a systematic evaluation design being implemented by a full time research analyst indicates that there are significant changes in student and teacher behavior, including measureable increase in learning which are attributable to Dial Access Information Retrieval.

Local educational agency: Butte County Superintendent of Schools
Address: 3 County Center Drive, Oroville, California 95965
Project Director: Dr. B. Keith Rose

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Regional Planning and Evaluation Center for Northern California

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	OEG-4-6-001094-0917-(056)	Operational	6/1/66	6/30/68	276,086

TARGET POPULATION: Center services are designed to improve the educational opportunities available to the 91,840 students enrolled in the elementary and secondary schools. Particular emphasis through operational projects is being currently given to: (a) 1,200 preschool, (b) 5,150 primary, (c) 6,400 secondary. Activities developed through these programs will be expanded to involve other students.

MAJOR OBJECTIVE: The primary objective is to maintain an operational planning center with a capability of making significant measurable improvements in the educational achievement of students enrolled in the elementary and secondary schools of ten counties.

OTHER OBJECTIVES: Operational objectives are to:

1. Develop by January 1, 1969 a definitive plan for the continued operation of an educational planning center in Northern California.
2. Furnish personnel and data support and technical assistance required to secure positive evaluations and continued funding of current operational projects.
3. Conduct investigations, independently and in cooperation with other state and federal agencies, into the educational, cultural, psychological, sociological, and health needs of the school population in geographic area of P.A.C.E. service.
4. Identify, evaluate, and recommend new techniques and programs designed to meet the special educational needs of children and adults in which new economies and/or increased effectiveness can be demonstrated.

In the event of funding of a submitted Educational Personnel Development proposal, the Center will assist districts throughout the area in designing inservice educational programs for teachers and administrators.

ACTIVITIES: Objective 1: (a) Identify all potential funding sources and probable annual monies expectation from each source; (b) Specify the type and extent of services to be supplied to the educational community of the stated area by the Center; (c) Specify the operational procedures for planning Center, with alternative plans to permit geographic expansion; (d) Determine and recommend the organization and staffing requirements of the Center, with alternative plans to permit geographic expansion; (e) Prepare and submit to appropriate authorities by April 1, 1969, a continuation proposal for Center operation.

Local education agency: Butte County Superintendent of Schools

ACTIVITIES: (cont.) Objective 2: (a) Provide a system of storage of data concerning the service area that will facilitate effective utilization through rapid, accurate retrieval and dissemination; (b) Provide the technical assistance required to design continuous evaluation procedures which will be responsive to the stated objectives of the currently funded projects; (c) Provide personnel, data, and technical assistance to school districts and/or county superintendents in preparing proposals for project continuation funding (on-going).

Objective 3: (a) Determine throughout the ten counties by April 1, 1969, the geographic areas of general cultural deprivation and the resultant effects on learning; (b) Determine by April 1, 1969, the psychological, sociological, and health services that need to be established or expanded in the school systems; (c) Cooperate with the regional research center in the investigations of educational and cultural needs of children and in experimentation, implementation of new programs and the dissemination of research results.

Objective 4: (a) Investigate and determine the changes needed in present programs to reduce the critical needs which have been identified to date; (b) Provide technical assistance for the cooperative development of programs for the improved utilization of personnel and resources of institutions of higher education and agencies in the Northern California area; (c) Provide technical assistance for the development of cooperative projects and services in public and private education; (d) Determine the logistics requirements to bring educational and cultural resources to children in remote areas; (e) Provide personnel, data, and technical assistance to school districts in planning projects which will be responsive to identified critical needs.

PARTICIPATION: The Center Board of Directors involves 25 members drawn from the ten county offices, school district personnel and lay groups. In addition, extensive involvement of citizens occurs in the planning of proposals and in special advisory committees.

DATA OBTAINED: 1. Background data on students and area, including educational, sociological, economic, and population.

2. Operational project information, indicating degree to which objective was met, effectiveness of effort, degree of reduction for each need, and beneficial and detrimental by-products of effort.

3. Effectiveness of Center project planning activity.

EVALUATION: Major objectives are being accomplished in terms of the success of operational projects, the growing support evidenced for P.A.C.E. activities, and the increasing demands for Center services.

Local educational agency: Cabrillo Unified School District
Address: Half Moon Bay, California 94019
Project Director: Calvin R. Walker

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Individual Realization

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-005923-0100	Title III	5/1/68	9/30/68	$10,000

TARGET POPULATION: The area to be served is a rural school district located on the coast of San Mateo County. The major activity of this geographic region is farming.

The students receiving benefit from the program are students that have previously failed subjects at the high school level and for the most part have a poor self image. Our program included almost 15% of the students enrolled in grades 9 - 12. The students involved were ranked in the lower 25% of the student body, and as a group indicated a poor attitude toward school, community, and self. They possessed poor study habits and little interest in receiving an education.

In order that the student might receive more individual attention and counseling, our project included a psychologist, counselor, librarian, four teachers and an administrator.

MAJOR OBJECTIVE: The major objective of the program was to change the students' attitudes toward self, school and other people.

OTHER OBJECTIVES: We structured the project to provide a summer program which would meet the student needs, which included realistic goal setting, improve academic skills, gain a clear understanding of society and its values, establish values and select vocational goals by students, in-service training of staff.

ACTIVITIES: Many films were shown during the summer session dealing with dropouts, vocational aspirations, and teen-age values. Each of the films were followed by a small group discussion period. Student-teacher ratio was kept at a low level to facilitate individual attention and instruction. Field trips were taken to introduce the students to the different vocational requirements. Lectures were also given to provide information and understanding of the opportunities available.

PARTICIPATION: Arrangements were made for a field trip to the telephone company, United Airlines and San Mateo College. Lectures were provided by the personnel manager for the telephone company and United Air Lines.. A representative of the State Employment Office presented a lecture as did a service man from the United States Army. A representative of the United States Department of Agriculture summarized the opportunity of agriculture in this area.

DATA OBTAINED: Two tests were given.
1. The Incomplete Sentance Blank
2. A Survey of Study Habits

The students were observed by the faculty for the six weeks program.

EVALUATION: On the Incomplete Sentence Blank, an evaluation tool administered at the beginning and end of the session, there was definite change in attitude towards self, school, and other people. There was an overall increase in positive attitudes, while there was a like decrease in negative attitudes. This would seem to indicate that the change in attitude on the part of the student could be attributed to the methods and techniques of the program.

On the second test, a survey of study habits, the change was at a minimal level, and in some cases there was no change at all. The environment of the school provided much student freedom, and adjustment to this non-structured envirnment takes considerable more time than the six weeks program.

Local educational agency: Calaveras County Office of Education
Address: County Government Center
Project Director: Milton K. Goodridge, Superintendent

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Conservation, Recreation, and Outdoor Science School

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
OEG-4-6-001637-0913	Planning	5-1-66	9-33-66	23,383

TARGET POPULATION:

The 11th and 12th grade students of the 5 county area consisting of Amador, Calaveras, Tuolumne, San Joaquin, and Stanislaus Counties. The proposal was to plan as a research, pilot, and demonstration program, an area vocational school which will provide academic and vocational instruction accompanied by work experience in the areas of conservation of natural resources, recreation, and outdoor sciences.

MAJOR OBJECTIVE:

The final objective was to prepare an application for funds to establish an area pilot and demonstration vocational school for grades 11 and 12 which will provide academic and vocational instruction in the areas of natural resources management, recreation, and associated occupations emerging from such areas, using a unique approach in teacher-pupil-employer curriculum planning.

OTHER OBJECTIVES:

Determination of the following:
a. Available students
b. Available on-the-job training assignments
c. Location of facilities
d. Methods of meeting state education requirements
e. Articulation with other high schools
f. Develop an experimental design which includes evaluation
g. Survey sources of funding to implement project

ACTIVITIES:

All of the information needed to finalize this project would be accomplished by surveys to determine the following.
a. Availability of students interested in a school of this kind
b. Number and kind of work stations available
c. Establishing of a staff screening committee
d. Existing buildings for possible use

Local education agency: CALAVERAS COUNTY OFFICE OF EDUCATION

PARTICIPATION:

All business firms in Calaveras County participated in survey of work stations available, and the majority were willing to participate.

Parent surveys made tended to favor an experiment for this kind of plan. The survey tended to show the higher the education of the parent the less the response to CROSS.

The student survey of Calaveras County students indicated one out of two students were interested in this program.

DATA OBTAINED:

The data obtained indicated that there was a need to develop and implement a project of this type for the five county area.

EVALUATION:

The project was written, but the major objective of funding was not achieved.

Local educational agency: Calexico Unified School District
Address: P.O. Box 792
Project Director: Mrs. Edith Donlevy

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Curriculum Improvement Proposal: Bilingual Education in English and Spanish, Grades 7,8, and 9

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-6-001277-0903	Operation	5/1/66	6/30/67	$66,414
3-7-003889-3511		7/1/67	6/30/68	$49,525

TARGET POPULATION:

The Bilingual Education Project, conducted by the Calexico Unified School District, was designed to provide educational opportunities for newly immigrated non-English-speaking pupils entering the Calexico schools. The target population was pupils in grades seven, eight, and nine who had a high priority need to learn the English language. There existed great diversity in their socio-economic backgrounds and levels of ability and achievement. Many of the pupils were from lower socio-economic homes. Some students had attended school regularly in Mexico; some had attended on an irregular basis; and one student's total school-experience was one year of schooling in Mexico.

MAJOR OBJECTIVE:

The major objective of the project was that non-English-speaking students make educational progress commensurate with their individual potentials.

OTHER OBJECTIVES:

Other objectives of the project were that students develop increasing competency in oral and written English and Spanish, make academic achievement in social sciences and mathematics through Spanish instruction, that they participate in school activities, and that they acquire knowledge of patriotic holidays.

ACTIVITIES:

Spanish-speaking pupils were identified and tested to determine appropriate groupings and educational goals. For half of each day, they were assigned to self-contained Bilingual Project classrooms which were staffed by bilingual teachers and aides. During the remainder of the day, they attended mainstream classes.

During the Bilingual Project time-block, oral and written English was taught in accordance with approved ESL methods. The content of the district's regular curriculum of social sciences was taught through the medium of the Spanish language.

All Bilingual Project students were given instruction in the subject area of Spanish because of the importance of maintaining and improving upon this natural resource which they already possessed. On the ninth grade level, under the direction of a bilingual teacher, pupils studied either algebra or general mathematics using textbooks written in Spanish. Within the Bilingual Project portion of the school day, teachers and aides sought opportunities to assist pupils in matters of school adjustment and participation, citizenship improvement, and in the development of feelings of self-worth.

Bilingual Project teacher-aides were available to accompany pupils to regular classes and to help English-speaking teachers communicate with Project students. The aides performed routine work and assisted in providing individual and small group help for pupils.

PARTICIPATION:

Approximately one hundred Spanish-speaking students were involved in the Bilingual Project. Students whose ages and maturities qualified them for assignment to grades 7,8, or 9 were included in the Bilingual Project.

DATA OBTAINED:

The following tests were administered and the results analyzed; Inter-American tests of general ability (Spanish and English editions), Modern Language Association Tests (Spanish), the Orleans Algebra Prognosis Test (Spanish translation), and locally prepared tests.

Subjective evidence included the summarization of opinions of teachers and aides, anecdotal reports, and results of student questionaires. Attendance records of Bilingual Project classes and regular classes were compared.

EVALUATION:

The range of abilities, prior academic accomplishments, and general background of the Spanish-speaking pupils were identified. Attendance data and data from a limited number of content subject tests, translated into Spanish, indicated that the normal range of ability and achievement was found among the student population of the Bilingual Project. The students in the bilingual classes attained satisfactory grades in the academic subjects in which they received instruction in Spanish. A high level of achievement in Spanish indicated success in the project objective of furthering the development of the students' competencies in Spanish. Teachers felt that the program had assisted them greatly in meeting the needs of Spanish-speaking students. The summarized students' attitudes and reactions to the bilingual classes were positive and supportive.

Local educational agency: THE CAMPBELL UNION HIGH SCHOOL DISTRICT
Address: 275 E. Campbell Avenue, Campbell, California
Project Director: Dr. Nicholas Montesano, Asst. Superintendent

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

THE SUMMER HUMANITIES WORKSHOP

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-6-001626-0909	Operation	June 1-Aug 31, '66		$8,175

TARGET POPULATION:

The target population was primarily those students among the 11,400 enrolled in the district who were not employed or otherwise occupied during the summer of 1966. A secondary target was the entire community of Campbell.

MAJOR OBJECTIVE:

To provide an opportunity for students to participate in the cultural experience of producing a quality stage performance. In this way, individuals from the six schools in the district whose schedules ruled out such creative effort during the regular school year, were enabled to concentrate on it during the summer. "Brigadoon", a broadway musical of recognized excellence was selected as the vehicle. Skilled directors of drama, music, choreography, and stage construction were employed to insure the quality of the learning experience.

OTHER OBJECTIVES:

Other objectives included:

1. To provide for the general public a cultural event of high quality produced by local talent.
2. To provide a situation in which young people from many parts of the community might join in a group work project, thereby heightening mutual respect and understanding.
3. To provide technical training not ordinarily available to young people interested in the theatre as a vocational future.

ACTIVITIES:

The project was advertised throughout the schools, and volunteers were selected for parts and roles in a series of auditions. No student was turned away - more than 225 took part in one capacity or another. Rehearsal and work was officially five hours per day for eight weeks. Unofficially, it quite often lasted far into the evening as pride and enthusiasm stimulated interest. Finally, five spectacularly successful performances, attended by over four thousand spectators, climaxed the effort.

PARTICIPATION:

Professional direction was afforded the project by teachers in the fields of music and drama. Artists with stage experience were employed to direct the costume design, choregraphy, and lighting. A business manager oversaw the financial details.

Students, however, did the work. As they began to identify with their assignments, the enthusiasm of these young people reached remarkable heights. They refused to leave at the end of the day, wielding their tools and practicing their parts far into the evening.

As the time of production approached, the entire community caught the spirit - partly as a result of a forceful advertising campaign. Consequently, not only the 225 youngsters and their advisers, but also almost four thousand adults in the community came to enjoy the show. Admission, of course, was free.

DATA OBTAINED:

Because the purpose of the project was operational, rather than research, no data was developed.

EVALUATION:

The greatest measure of the success of a project of this kind is the enthusiasm of the participants. This, indeed, was spectacular. The reception accorded the cast by the audiences echoed the students' satisfaction with their effort.

But probably the greatest tribute to the success of the project was the fact that it was continued during the next two summers at district expense. When subsequent applications for similar productions were not funded, the schools underwrote similar productions during the summers of 1967 and 1968. The public, in turn, supported them through paid admissions.

Local educational agency: Centralia School District
Address: 6625 La Palma Ave., Buena Park, California 90620
Project Director: (Mrs.) Cymbre A. Ferguson

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

DISCOVERING THE WORKING WORLD

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
9-8-005285-0069 (056)	Innovative Pilot	March '68	Aug.'68	$22,841

TARGET POPULATION:

Five hundred seventy-six primary level children in Orange County were involved in the pilot phase of this project. Fountain Valley and Fullerton Elementary Districts also participated in this social science project that focuses on economic education. The students in the eighteen classrooms, six per district, ranged from culturally disadvantaged to gifted. The socio-economic environments were equally varied; trailers, low-cost housing, condiminiums, apartment houses, average to upper class single residences provided a wealth of background to enhance the learning experiences of the children.

The eighteen teachers came from many states besides California. Several teachers were just beginning their careers while others had taught for several years.

The parents of the children were active participants in the project.

MAJOR OBJECTIVE

The pilot phase of this project had eight major objectives. A high priority rating was given to the following objective.

(1) Promote children's understanding and knowledge of the world of work and the economic principles that influence our democratic republic.

OTHER OBJECTIVES

The project also sought ways to provide maximum benefits to children by providing teachers with preservice and regularly scheduled inservice training in the innovative use of the children's economic material. There has been concerted effort to involve parents and the industrial and commercial communities in a participating relationship with the school's instructional program in the area of economics.

Local education agency: Centralia School District

ACTIVITIES.

The following summarization of the instructional activities conducted during the four months pilot phase also covers the area of PARTICIPATION.

Activity	Method	Participants
1. Inservice training session of project staff.	Weekly economic course	Dr. Norman Townshend-Zellner, Economist CSCF & 18 teachers
2. Orientation to research & testing.	Consultants	Dr. Marion Johnston Dr. Russel Orpet, CSLB, Director,
3. Parent-study groups	Small group meetings	Parents, teachers, principals, Director
4. Study trips	School days-classroom & Saturday. "Double-Exposure Trip"	Students, teachers, principals, Director, parents, invited guests.
5. Classroom activities	Role playing, A/V, specially prepared materials	Students, teachers, principals, Director, parents.
6. Community Resource Utilization	Small group discussion, printed materials, on-site visitation.	Irvine Industrial Complex, Orange County Advance Planning Division.

DATA OBTAINED

Teachers were pretested and postested with Test for Economic Understanding published by S.R.A. The children were evaluated twice using instruments dealing with Attitudes and Behavior. The students were pretested and postested on their economic knowledge.

EVALUATION

Despite the fact that an abundance of empirically defined data has been accumulated, the kinds of analysis that would warrant "if than" statements cannot be made at this time. Additional hardcore statistical data will need to be compiled and analyzed during the first full year of operation to give a valid program evaluation. Due to the lateness in funding of the pilot phase the evaluations only covered four months.

Local educational agency: Chula Vista City School District
Address: P. O. Box 907, Chula Vista, Calif. 92012
Project Director: Mrs. Elizabeth M. Austin

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

IMPETUS FOR THE CREATIVE ARTS

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-7-673044-2729	Operation Operation	2/1/67 2/1/68	1/31/68 1/31/69	$150,768 $156,053

TARGET POPULATION:

Conservatory: Approximately 650 students, grades 4 through 12, identified as being talented in art, music, or drama, participate in a conservatory program. Students are drawn from the San Diego metropolitan area within the boundaries of the San Diego Unified School District, the Grossmont Union High School District, and the Sweetwater Union High School District. These students must make application and then audition for placement in the conservatory program. The basis for selection is talent, potential or developed.

Elementary School Cultural Experiences: All students, grades K-6, in three selected elementary schools participate in this component of the project. Three control schools are matched closely to the three experimental schools. These schools are of normal size (generally 600-700), and each is located in an average socio-economic neighborhood. Low staff turnover and low student mobility were also factors in selection.

MAJOR OBJECTIVE:

The major objectives are (1) to provide the conservatory students with greatly expanded opportunities to develop their creative abilities and (2) to develop an aesthetic sensitivity to the arts in the elementary school through a planned program of appropriate experiences in art, music, and drama.

OTHER OBJECTIVES:

1. To develop a list of appropriate cultural experiences for inclusion in the elementary school curriculum.
2. To stimulate increased offerings in the arts in the schools, both elementary and secondary.
3. To enrich the curriculum.
4. To supplement the regular school offerings.
5. To increase interest in and knowledge of the arts on the part of teachers.

ACTIVITIES:

Conservatory: A program was developed to provide a three-hour instructional period offered Saturday mornings at central locations in the metropolitan San Diego area. Staff members were selected to provide an in-depth program of instruction in art, music, and theatre arts. Students selected for participation were grouped at three levels of proficiency (beginning, intermediate, and advanced) and ranged from grades four through twelve. A specially selected expert was engaged as a consultant to advise, recommend, and oversee the activities of each conservatory. Student application forms were made available through the schools. Frequently guest artists are invited to the conservatories for presentations that will supplement and add depth to the basic program of instruction. Although the emphasis has been on instruction, some exhibits and special presentations have been planned that will give the students an opportunity to demonstrate their ability for parents and friends. The conservatories operate on a school-year basis. A summer theatre workshop was co-sponsored with the San Diego Unified School District.

Elementary School Curriculum Experiences: In the three selected elementary schools, one experience per month in art, music, and drama is provided for all students. These programs are carefully planned to fit a proper sequence and to be suitable in content for the various grade levels (K-6). Artists and performers are selected who can relate well to young children and who can provide an aesthetic experience which will increase understandings and positive attitudes towards the arts.

PARTICIPATION:

Conservatory: Approximately 675 students participate in the three conservatories, divided as follows: 150 drama, 250 art, 275 music. Six to eight per cent of the participants were selected from the non-public non-profit schools within the geographic area included in the project. Forty instructors and 15-20 assistants provide the instruction. Staff members were selected from the educational and professional groups of the area and were carefully chosen for their talents and abilities.

Elementary School Cultural Experiences: All students in attendance at each of the selected elementary schools participate (approximately 2000 in experimental). For the most part, local artists provide the demonstrations and experiences, with some out-of-town artists to supplement the offerings. Various local cultural groups and several school agencies have been involved in the planning and implementation of the project.

DATA OBTAINED:

In the conservatories, student progress is assessed regularly by the instructors. Attendance, samples of work, audition records of each individual student, videotapes, filmstrips and slides, all provide concrete evidence of the ability and productivity of the students.

The effectiveness of each program presented in the elementary schools is assessed by the teachers and other adults present, and in some instances directly by the children who attend. Students in both the experimental and control groups are evaluated to assess the growth in aesthetic sensitivity in the arts. A team of evaluators is developing materials to measure the change.

EVALUATION:

Results of the project to date indicate that in the conservatories, the talented students are showing strong progress, are attending regularly, and are maintaining interest. In the elementary schools, the programs presented are meeting the criteria of appropriateness, sequence, and interest. At this time, the students in the experimental schools appear to rank above those in the control schools in their aesthetic sensitivity, understandings, and attitudes based on various measures and observations.

Local educational agency: Claremont Unified School District
Address: 2080 North Mountain Avenue, Claremont
Project Director: Dr. Richard S. Kirkendall

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: INFORMATION DISSEMINATION CONCERNING EXEMPLARY PROGRAMS

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-661479-1870	Operation	7-1-66	10-31-67	$ 31,886
OEG-4-6-661479-1870	Operation	11-1-67	10-31-68	$ 21,300

TARGET POPULATION:

Materials descriptive of certain exemplary programs, being conducted by the Claremont Unified School District, together with announcements of workshops concerning those programs were mailed to all secondary schools in California and to all unified and elementary school districts in southern California. Personnel in those schools who read the descriptive material and/or those who participated in the workshops or who visited the programs were recipients of the services funded by the project. All other persons, regardless of geographic location or school affiliation who requested information concerning the Claremont programs were also recipients of the project services. More than 12,000 persons received descriptive materials and/or participated in workshops or visitations.

MAJOR OBJECTIVE

To disseminate adequately information concerning three exemplary programs being conducted by the Claremont Unified School District:

1. An ungraded primary
2. A total elementary school involved in non-graded team teaching
3. A variably scheduled high school

OTHER OBJECTIVES

1. To stimulate improvement in educational programs within and without the Claremont Unified School District
2. To make a descriptive record of certain innovative programs developed in the Claremont Unified School District
3. To develop adequate resources and facilities for dissemination of information

ACTIVITIES

1. Publishing descriptive materials concerning three exemplary programs in the Claremont Unified School District
2. Providing for and conducting visitations to the three exemplary programs
3. Conducting workshops to describe each of the exemplary programs

Local Educational Agency: Claremont Unified School District

PARTICIPATION

Printed descriptive materials were mailed without request to all public secondary schools in California and to all unified and elementary public school districts in southern California.

All requests for printed materials were honored. Such requests were received from public and non-public school teachers and students (undergraduate and graduate), and public and private foundations. They came from California, other states, and foreign countries (including Germany, Italy, England, Japan, Australia, New Zealand, and Nepal).

Participants in workshops and/or visitations were as broadly representative of geography and vocation as those who received printed materials.

DATA OBTAINED

1. Quantitative
    a. Number of each publication distributed by geographic area
    b. Number of visitors to each exemplary program by geographic area and professional position represented
    c. Number of participants in each program workshop by geographic area and professional position represented

2. Qualitative
    a. Responses to a questionnaire designed to: (1) assess the degree to which publications stimulated on the part of the recipients, the seeking of further information about the exemplary programs, and (2) any commitment to change, on the part of the recipients, precipitated by the publications
    b. Responses to a questionnaire designed to discriminate between the elements of the visitation mode which contribute most and least to effective information dissemination
    c. Responses to a questionnaire designed to discriminate between the elements of the workshop mode which contribute most and least to effective information dissemination

EVALUATION

Quantitative data indicate a very large impact upon the target population. More than 12,000 persons received descriptive printed materials and/or participated in workshops or visitations.

Qualitative data have yet to be treated.

Local educational agency: Compton Union High School District
Address: 417 West Alondra, Compton, California 90220
Project Director: Willie H. Hill

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

SCRIBE (Summer Curriculum Revision through Industrial and Business Experience)

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-3-7-703472-4268	Operation of Program	6/14/67	1/31/69	$70,389

TARGET POPULATION: The segment of the school population that is receiving the major impact of this project is the occupational track student and the academic teachers of these students. There are approximately 2000 to 2400 occupational track students enrolled in the 11th and 12th grades of the three senior high schools in the Compton Union High School District. These students come from a community of declining stability, economically and socially. An above average segment of the community is comprised of disadvantaged youth who are emotionally and culturally deprived, and in need of help and guidance from their schools and community.

MAJOR OBJECTIVE: To change the outlook, knowledge and skills of the academic faculty of occupational track students.

OTHER OBJECTIVE: (1) To achieve curriculum innovation in occupational track subjects (math, English, science and social studies). (2) To prepare new curriculum materials with occupational emphasis in the related academic subjects. (3) To make intelligent instructional decisions from existing curriculum materials.

ACTIVITIES: Five academic teachers of vocational students were employed for five weeks in industry. While on the job they performed an occupational analysis. These teachers were then joined by 11 occupational teachers and counselors as district employees. For three weeks they worked as a group, and in specialized task forces to produce documents in English, math, science, and social studies.

When school began in September, the next phase of operation began. The transfer of information from teacher to student was the prime objective of this phase.

PARTICIPATION: Approximately 2000 to 2400 vocational students are receiving direct benefits from the Summer Curriculum Revision through Industrial and Business Experience Program. The total number of persons directly served by the project is approximately 6500. Of this population, approximately 1200 white and 5300 Negro students participated.

Parochial administration from the "only" non-public school in the district has received detailed communication, made visitations and actually participated in project curriculum workshops

DATA OBTAINED

Teachers who participated in the industry - placement program appear to have positive gains to report from their experiences. Their comments centered on increased knowledge of the types of jobs available, how to apply for jobs, and skills needed to be successful in certain occupations. In addition, teachers indicated they have become more aware of the tasks terminal students will have to perform on the job.

Primarily the teachers now intend to help students prepare for employment as well as helping them to develop traits and skills which are likely to lead to success on the job. The initial application of the benefits of their summer experience was provided in being part of the curriculum development group this summer. The teachers felt they could contribute effectively to this effort as a result of this experience.

The outlook, knowledge, and skills of the academic faculty of occupational tract students has changed. (1) There was a change in the existing curriculum. New curriculum materials with occupational emphasis in the related academic subjects resulted from the project. (2) It is too early to tell the change which has resulted in the students at this point. (3) There has been a change in the academic teachers toward what they teach.

EVALUATION:

An analysis of teacher reactions to the "education factors" section of the critical incident record yeilds the following data: (1) Teachers noted that several strengths of the program were in the increased availability of occupational information, a more meaningful curriculum, new classroom materials in new ways. (2) The strengths of the program from the students viewpoint were perceived to be the development of a vocational "vocabulary which aided the student in job inquiries, and ability to intelligently answer student questions about various occupational job interview skills and application procedures as well as a job orientation were also voted by SCRIBE to teachers as possible benefits to the student.

When correlated with a group of 14 central teachers, the SCRIBE personnel's attitudinal structure, in total three dimensional spaces, yielded a Pearsen coefficient to .43. This figure indicates that there is only a low relationship between a group of control teachers and the SCRIBE teachers.

In summary, it appears that the district is rather adequately meeting the needs and plans of its students. Increased vocational emphasis and training as Project SCRIBE is providing seems to meet much of what is presently needed to prepare youngsters for their future.

Local educational agency: Contra Costa County Department of Education
Address: 75 Santa Barbara Road, Pleasant Hill, California 94523
Project Director: Robert Wendorf

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
East Bay Regional Educational Data Processing Center

Funding:

USOE Grant Award No.	Type	Period of Funding		Amount $
4-6-000711-0522		2/3/66	9/30/67	$92,604

This is submitted as the final report of the activities of the East Bay Regional Educational Data Processing Center to the United States Office of Education as required under the conditions of the above-captioned grant of funds. The purpose of the grant was to assist in the establishment of a Regional Center to provide data processing services to school districts of the Region as provided for in the California Total Educational Information System (CTEIS).

As originally constituted the Region was comprised of the school districts of Contra Costa County and it was under the sponsorship of the County Superintendent of Schools, Dr. Floyd I. Marchus, that the original request for funds was made. Soon after the receipt of the grant the Region was enlarged to include the school districts of Alameda County, adjoining Contra Costa County, and its designation changed to its present name.

SERVICE POTENTIAL

The total student population of the Region is approximately 300,000, including elementary, secondary, junior college and private school students. Included in this number are the students of the Mt. Diablo, Richmond, Berkeley, Oakland, Fremont and the Hayward, San Lorenzo and Castro Valley (operating jointly) Unified School Districts. All of these districts are operating data processing installations with varying degrees of pupil personnel service capability.

It is not realistic to suppose that these districts would be willing to abandon their data processing efforts in favor of participation in the Regional Center's activities without some very persuasive arguments being presented. At the present time these arguments are not available.

SERVICE POPULATION

For the 1967-68 school year the Regional Center is providing the full CTEIS service to 24 secondary schools in the two counties, representing 13 districts, as well as to two parochial schools in Contra Costa County. This is a total service population of approximately 28,000 students.

ORGANIZATION

This Regional Center was organized, as was the Santa Clara County Regional Center, differing in three principal ways from the majority of California Regional Centers: (1) the use of county government data processing equipment and staff, (2) the use of IBM computers, System 360/40 and 360/30, and (3) the use of optical scanning input documents for Student Course Request, Attendance Gathering, Mark Gathering and test answer documents.

These differences in organization required that computer programs to produce the CTEIS be liberated from the Honeywell 200 16K language in which most of them had been written so as to be produced on the computer of another vendor, thus enabling the system to be released from being hardware-bound. This task was given to the software consulting firm of Information Systems Design, Inc., of Oakland, California after investigating several possible consultants and upon the recommendation of Mr. Glen C. Taylor, manager of the Contra Costa County government data processing installation.

As a result of the successful experiences of both the Santa Clara and the East Bay Regional Centers it has been recognized that the CTEIS will be strengthened by writing all future programs in languages compatible to both brands of computers and assurance has been given by State Department of Education representatives that this will be done.

The use of county government equipment was decided upon for several reasons: (1) the availability of higher powered equipment making possible the design of more integrated systems effecting savings in processing costs; (2) savings made possible by using equipment and personnel on a time-sharing basis avoiding heavy financial commitments for machine rental and payrolls, (3) avoiding the extra expense of maintaining a separate installation partially duplicating an already existing installation, and (4) having available highly trained personnel extremely difficult to procure and retain on today's labor market.

An innovative factor was added when it was decided to use Digitek (Optical Scanning Corporation) input documents as mentioned above. The purpose of this was to determine whether significant savings could be realized by reading documents directly onto tape rather than sense-punching cards followed by reading cards onto tape. Careful cost records are being maintained to make this determination possible.

ADMINISTRATION

This Regional Center is operating with the smallest staff of any Regional Center in the State. There are three employees: (1) Dr. Robert A. Wendorf, Director; Mrs. Henni Taylor, School Coordinator and Control Clerk; and Mrs. Joan Haisley, typist-clerk.

The Alameda County Department of Education, Rock La Fleche, County Superintendent of Schools, has assigned Dr. Edward A. Taylor, Testing Coordinator, and Mr. James J. Cribbin, Guidance Coordinator, on a part-time basis to assist in coordinating the test scoring efforts and the data processing procedures for the school districts in that county. Both carry the title of Assistant Director although there is no reimbursement to Alameda County by the Regional Center for their services.

Contra Costa County Department of Education supervision of the project is assigned to Mr. Robert Fifield, Assistant Superintendent for Administrative Services. General policy determinations are made by him and executed by the Director.

Local education agency: Contra Costa County Department of Education

COOPERATION WITH SANTA CLARA COUNTY (RECAP)

Because of the similarity of organization of the Santa Clara Regional Center, its physical proximity, and the use of identical computer hardware an extremely high degree of cooperation and pooling of efforts have been effected between the two Centers.

During the program writing efforts, Mrs. Marilyn Carson, of the Santa Clara Center, acted as liaison agent between the State Department of Education and the software consultant. She assisted in defining systems and programs and insured complete compatability of both with the system as defined by the State Department of Education.

During the testing and de-bugging activities as programs were received from the consultant firm, staff members of RECAP and members of the county government staff assigned to the Regional Center conferred frequently in person and by telephone to compare perceptions of problems and possible solutions. As problems were solved, card decks and documentation were exchanged between the Centers, materially reducing the labor and expense involved.

SPECIAL PROJECTS

A number of innovative projects have been undertaken by this Regional Center since its inception on March 25, 1966. Among these are:

1. Audio-visual Catalogue Production - Through a contract with the Department of Cinema, University of Southern California and the coordination of Dr. James A. Fee, Coordinator of Audio-Visual and Television of Contra Costa County, and with the consultant assistance of Mr. Lee Jensen, president of ISD, a system of cataloging film and film strips held by six county and district audio-visual departments was developed as a pilot project. The result of this effort was the production of either Multilith master print-outs for direct reproduction or stock paper print-outs for photo reduction and printing of catalogues for classroom teachers or district audio-visual coordinators in ordering these materials for classroom use. The system is unique in that it provides for periodic updating of titles and annotations of materials held in each library and subsequent re-production of A-V catalogues annually without the use of supplements.

A grant of $8,047 was received from the California State Department of Education to assist in this effort, supplemented by funds from this Federal grant. Four additional libraries have participated in this effort since the original six entered. It will be necessary to terminate this activity since the USC department has entered into an agreement with McGraw-Hill for the publication of A-V catalogues.

2. Professional Library Catalogues - A similar effort is currently being undertaken by the professional libraries of eight counties and districts, again to produce catalogues of various materials for reference by teachers and other professional educators.

3. Contra Costa Planning Center - Numerous conferences have been held with members of the Contra Costa County Planning Center to explore ways in which the data processing facilities of this Regional Center could be utilized by staff members in the development of research projects. This indoctrination into the principles of electronic data processing will undoubtedly be valuable to the staff in their design of future projects.

4. Follow-up Study - Consultation has also been provided to the Acalanes Union High School District, Lafayette, California in the design and processing of data to be obtained from a graduate follow-up study to be undertaken by that school district using NDEA funds.

5. Much consultive and coordinative effort has been expended by the Director, Mrs. Taylor and Mr. Cribbin in working with the counseling and administrative staffs of the schools participating in data processing of pupil personnel records. Suggestions for internal school organization and procedures to facilitate more efficient and effective means of handling student records have increased the efficiency of these activities. Many school officials have commented favorably on this assistance they have received.

FINANCIAL SUPPORT OF THE CENTER

The first year of operation of an endeavor of this type and magnitude is naturally very costly. It is certain that without the financial support provided by this Federal grant such an effort would have been impossible. While the fiscal future is yet not entirely clear, it is expected that expenditures will be balanced by revenues. With expected increased participation by school districts in the coming 1968-69 school year and with the major expenses associated with the first running of new programs behind us, it is anticipated that the Regional Center will be self-supporting in the future.

SUMMARY

The purpose of this Federal Grant was to assist in the establishment of a Regional Educational Data Processing Center to provide the training of school personnel in data processing procedures and the services of these activities to the educational programs of students in the participating districts.

The services and reports detailed in the attached production schedule are being provided to approximately 28,000 students in 24 schools of 13 districts and two parochial schools in Contra Costa and Alameda Counties. Reception of these services by the participating districts indicate sufficient support to predict the continued operation of the Center and increased participation by districts.

All parts of the CTEIS have been operational and are currently in production with the exception of the California Guidance Record which, as a once-a-semester report, will not actually be produced until after the end of the first semester of the 1967-68 school year.

Local educational agency: Contra Costa County Department of Education
Address: 75 Santa Barbara Road, Pleasant Hill, California 94523
Project Director: John Jegi

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Education Planning Center

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-6-001707-0907	Operational	5/1/66	6/30/67	142,889
		7/1/67	8/31/68	129,213

TARGET POPULATION:

The Education Planning Center for Contra Costa County is one of 21 Regional Supplementary Education Centers established in California under a State plan initiated by the California State Board of Education. The Center serves 18 public school districts, 21 elementary and 5 secondary parochial schools and 13 private schools.

MAJOR OBJECTIVE:

The primary function of the Education Planning Center is to provide educators in Contra Costa County with the necessary planning, research and evaluation capabilities to solve high priority educational problems through creative and exemplary solution strategies.

OTHER OBJECTIVES:

In addition to its major roles of planning, research and evaluation, the Planning Center has as its objectives:

1. to encourage development of new instructional approaches that indicate promise,
2. to promote worthwhile advances in educational practices through the support of exemplary programs,
3. to supplement existing programs and facilities and thereby add to their effectiveness,
4. to disseminate information about creative and exemplary educational techniques and programs, locally and regionally,
5. to develop a climate which promotes creative thinking and desire for positive change to meet educational needs, and
6. to conduct continuing assessments of the problems and opportunities of public and non-public education, directed to the educational and cultural needs of the population in Contra Costa County.

ACTIVITIES:

1. Planning:

Utilizing techniques systems analysis, the staff of the Education Planning Center provides planning services to education agencies. Planning activities include development of federal and private project applications as well as program development supported by the resources of the local education agencies.

In addition, the Planning Center provides support for long-range planning components within the local districts.

2. Research:

   Retrieval of information regarding education is based on the professional education book collection, the periodical collection, files of information clipped and collected from a variety of sources and ERIC (Education Resources Information Center), a national indexing and retrieval system based upon data kept on microfiche. The first responsibility of the librarian employed by the Center is to prepare research packets in any specific area of elementary or secondary education as requested from the field. This involves searching through indexes, bibliographies, abstracts, ERIC, books and periodicals, to prepare materials and bibliographies for individual program planners. The addition of microfilm volumes of back periodicals has enriched the available resources tremendously, as has the ERIC microfiche. One reader and one reader-printer are available for users of this microform material. Funds from the Education Planning Center continue to assist in extending the collection of books and the professional journals purchased by the County Schools Library.

3. Evaluation:

   Evaluation services by the Center are provided within the planning of projects and programs whereby evaluation of context, input, process and product are an integral part of the planning design.

   The Center also develops evaluation designs or provides for evaluation of ongoing district programs and federal projects.

4. The Center provides a climate and resources for educational change through: disseminating information concerning innovative teaching techniques, programs and projects, current research, funding sources and resource people; sponsoring demonstrations of exemplary or innovative educational programs or providing visitations to these programs; and bringing outstanding resource people to the educational community.

PARTICIPATION:

The priority involvements of the Planning Center are determined by an elected executive board which consists of a broad representation of community interests.

DATA OBTAINED:

A consistent increase in demand for the services of the Education Planning Center would indicate that the functions of the Center are serving specific educational needs within Contra Costa County.

EVALUATION:

An independent evaluation of each of the 21 Regional Supplementary Education Centers' activities and accomplishments has been undertaken by Arthur D. Little, Inc., a private management firm. Comprehensive evaluation data for each Center has been obtained from field interviews with district and county superintendents, district and county school board members, principals, teachers, district federal project directors, lay people and Center staff.

From the data collected, the Arthur D. Little company will make recommendations regarding the future operations of the Centers and their future role in the State's educational program.

Local educational agency: Contra Costa County School Department
Address: 75 Santa Barbara Road, Pleasant Hill, California
Project Director: Elinor Shaughnessy

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: CONTRA COSTA SCHOOL SUCCESS PROJECT

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-6-001680-0925	OPERATION	May,1966	June,1967	405,955
		July,1967	June,1968	232,276

TARGET POPULATION: A group of six hundred and fifty children who were entering Kindergarten in the Fall of 1966 received a battery of tests to determine the status of their educational and health development and to relate this to success in school by intervening with appropriate measures where the needs existed. The total Kindergarten population in six schools and two classes in a seventh school were included. The full socio-economic spectrum was represented.

School personnel involved in the study for the three year period is shown on the following chart:

	Kdgn.	Grade I	Grade II
Principals	7	10	10
Vice-principals	4	4	4
Teachers	17	27	37
Resource Teachers	3	6	6
Developmental Class Teachers	2	3	3

The Project Staff consisted of an Educational Director, and Educational Coordinator, two field workers, and clerical help. A health-medical team contributed supportive services in maintaining liaison with family physicians, parents, the program, and the school.

MAJOR OBJECTIVE: The program seeks to demonstrate that through early assessment of a child's ability, capacity, and limitations to function, in the educational and health spheres, needs in these spheres can be identified and with the intervention of appropriate measures, a child can achieve more successfully in school and therefore reduce failures.

OTHER OBJECTIVES: The establishment of a closer relationship between health and educational personnel as well as health and educational programs, and the development of an awareness on the part of parents of the interelationships of health and education as well as the importance of health care.

ACTIVITIES: June - Oct. 1965 - Pre-school testing consisting of Metropolitan Readiness Test, Vision and Hearing Screening, Dental Check, Coordination, Laterality and Motor Fitness tests, Blood Sampling,Physical

Local educational agency: Contra Costa County School Department

Examination by family physician, and Health history supplied by parents. Test results were reviewed by a diagnostic evaluation team (pediatrician, school psychologist, school nurse-social worker, school administrator, Kindergarten teacher and public health nurse) which identified needs and suggested interventions.

In-School interventions during the first year consisted of supplementary teachers in language development and speech therapy, coordination and movement exploration, a utility teacher who moved from school to school and a fourth teacher who taught one Kindergarten class and shared her room with another teacher who also taught one class. Additional interventions included: planning with parents for out of school experiences geared to prepare the withheld child for later Kindergarten entrance; Special Kindergarten Class placement for underachievers, field trips to extend the classroom and provide experiential broadening, visual perception training, and positive emotional reinforcement.

Out-of-school interventions were conducted through the use of multidisciplinary field workers toward correction and remediation of health, developmental, emotional and cultural problems, and toward improved communication among parents, private physicians, dentists, other health professionals and community agencies to achieve optimum care for the children.

Second year in-school interventions continued as before with the addition of a First Grade Resource teacher in each school in place of the four supplementary teachers. The Resource teacher worked as a team member. The three Developmental First Grade Classes accomodated 45 students with learning problems. Out-of-school interventions continued as before.

Third year in-school interventions are as before. The "out-of school interventions" are at a minimum now and have reverted back to the School Nurse. Individual psychological evaluations have been an on-going part of the program.

PARTICIPATION: In service meetings for teachers and parents have been conducted on a monthly basis. Outstanding speakers in the fields of child development and early childhood education spoke to the groups.

Approximately 25 students who transferred to parochial schools at the end of Kindergarten have received help through the use of a portable reading laboratory.

DATA OBTAINED: Data on the experimental group consists of performance scores at the end of Kindergarten, First and Second Grades. The California Achievement Test was administered in mid-First Grade, and the California Test of Mental Maturity will be administered in the middle of Second Grade. Corresponding data, with the exception of the Pre-school screening, has been collected on two comparison groups.

EVALUATION: To date no conclusive findings are available. This third and current year of operation will include a final evaluation.

Local educational agency: Contra Costa County Dept. of Education
Address: 75 Santa Barbara Road, Pleasant Hill, California 94523
Project Director: William Carl Thomas

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

County-Wide Direction for Family Life Education

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-005134-0052 (056)	operat.	2/1/68 -	1/31/69	$61,897.00

TARGET POPULATION:

All students K-12 of Contra Costa County

MAJOR OBJECTIVE

The objective of this proposal is to provide implementation of a county-wide program in family life education involving: (1) identification of a recommended sequence and scope for appropriate instructional units, K-12; (2) in-service training, and (3) collation of materials on family life education.

OTHER OBJECTIVES

(1) Develop classes in parent education parallel to family life education instruction in the classroom.
(2) Develop county-wide community involvement and support of family life education programs.

ACTIVITIES

(1) A county-wide project director and staff to provide coordination and leadership.
(2) A county materials resource to provide for a professional library collection, collection of curriculum materials and courses of study, and supplemental audio-visual materials.
(3) The development of a recommended articulated series of instructional units, K-12, using appropriate knowledge, understandings, and skills from many subject matter fields.
(4) An in-service education program for teachers: institutes, workshops, classroom visitations, and college courses.
(5) Expert consultants to be made available to school districts, agencies, and groups for program and community development.
(6) A program to involve community agencies and groups in establishing the climate for the development of an adequate program. (The support of the clergy, medical, legal, and other professions seems to be fundamental to the development of this program).

Local education agency: Contra Costa County Department of Education

PARTICIPATION

Participating are twenty-seven pilot schools: elementary, intermediate, and secondary; a community advisory council of thirty-five from education and the entire spectrum of the community; and teachers from non-pilot schools.

Representatives of private and parochial schools have been involved in the general advisory councils of development of this project and are conversant and approving of the procedures herein set forth. Committment by parochial and private schools indicate tacit approval with strong committment and involvement. Their voices will be an integral part of the total center service and plan. They will be consulted along each step of the way and full participation by all such groups is anticipated. Representatives of parochial schools have participated in all of the primary meetings leading to the gestation of this report. One parochial school is committed to pilot school status.

Teachers and curriculum consultants from private and parochial schools are participating in the seminars, institutes and workshops. The library and audio-visual resources are available to these agencies for their instructional program.

DATA OBTAINED

Data being obtained is from pre-testing and future post-testing of teachers and students; opinionnaires and Q-sort evaluations of in-service workshops.

EVALUATION

The project is in it's first months of existence. Thus far 352 teachers have been involved in at least 30 hours of in-service training. Data as to the effect of this training upon learning experiences in the classroom is not yet available.

Local educational agency:	Coronado Unified School District
Address:	706 Sixth Street, Coronado, Calif. 92118
Project Director:	Herbert O. Brayer

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

"Innovative Solution to Drug Misuse"

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
#OEG 9-8-005380-0064 (056)		3/20/68	9/30/68	20,109

TARGET POPULATION:

Four thousand students, grades K-12, are being studied to develop background information on underlying causes for drug abuse in this upper-middle class community. While all certificated personnel are affected some 25 teachers at all grade levels are directly working in both the research background phases and the curriculum development phases which will follow.

MAJOR OBJECTIVES:

To develop a curriculum-oriented program designed to educate students at all grade levels concerning (a) the facts of drug use and abuse, (b) the development of personal values involved in the decision making process leading to personal rejection of drugs and other harmful substances.

OTHER OBJECTIVES:

By working directly with students in all phases of the project to study all aspects of teen and subteen cultures; to determine what approaches, materials, and techniques students find most applicable; to develop in student-teacher groups specific materials for use at various grade levels; through student involvement to seek multi-media approaches to drug abuse education geared to student interest and interaction; to develop accurate measurements of student behavioral characteristics at various age and grade levels, K-12; and to create a research center with all relevant materials available to students and faculty.

ACTIVITIES:

In the few months that this project has been implemented student discussion groups have been involved in studying student values, the effect of communications media on drug use, music and its relationship to the abuse of drugs, entertainment and its effects and similar factors within the present culture which seem to bear upon teenage drug involvement. These groups are made up of from 6 to 10 students each, half known to be involved with drugs. Personal interviews with scores of students involved directly with narcotics is developing a unique body of essential information. An elementary teachers' study committee has

ACTIVITIES (continued):

been implemented to conduct inquiry and research in grades K-6. Similar teacher committees for the junior and senior high schools have been implemented. A community-wide parents' committee serving as liaison between the schools, the project and the parents is functioning. An experimental adult class to study parent-student interaction has also been set up as part of our adult education program.

PARTICIPATION:

In addition to our certificated personnel in the district, the project is making wide use of consultants in the fields of psychology, anthropology, medicine and law. On the community level representatives of all civic and adult organizations, the military services, law enforcement and the professions are involved. Provision has also been made to work with officials of the non-profit parochial school in the community--including administrators, teachers and the school nurse.

DATA OBTAINED:

Research materials relative to the teen and subteen cultures as well as specific medical, pharmacological, legal drug abuse informational materials from all over the nation, and the detailed group and individual interviews are being obtained in large and significant amounts.

EVALUATION:

The project is too new for any major evaluations but our professional consultants constantly review the results and make further recommendations.

Local educational agency: COVINA-VALLEY UNIFIED SCHOOL DISTRICT
Address:
Project Director: John W. Hunt, Jr.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project PRISM
(Provision for Restructure of Independent Study Models)

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-661537-1867	Operation	7/1/66	6-30-68	$98,128

TARGET POPULATION:

Those students who are less able in academic aptitude and achievement and with generally low motivation for the pursuit of academic education.

MAJOR OBJECTIVE:

To develop an instructional system to meet the varying individual and group needs of students through the development and utilization of multi-media facilities and program packages, sequenced to explicitly developed course objectives.

OTHER OBJECTIVES:

1. To develop and demonstrate the contribution of independent study to an instructional system for all students in a comprehensive high school.

2. To assist students in making an increased commitment to individual responsibility for learning tasks.
3. To prepare students to look realistically at individualized learning as a life-long task.
4. To give teachers an opportunity to design, use, evaluate and re-design instructional packages for use in independent study and to utilize student feedback in making these resource materials more meaningful and individually useful for the "target" student.
5. To emphasize the individuality of the "target" student by offering many opportunities for individualized instruction.

ACTIVITIES:

1. Teacher design and production of instructional packages; including study guides, pre-tests and post-tests.

Local education agency: COVINA-VALLEY UNIFIED SCHOOL DISTRICT

2. Teacher evaluation of commercially prepared instructional materials and teacher-made study guides, pre-test and post-test.

3. Use of a multi-media approach to learning related to these packages and to specifically developed course objectives.

4. Establishment of a relationship between independent study and the multi-media approach.

PARTICIPATION:

Civic leaders, local business leaders, government employees and national leaders have made themselves available either in person or on video-tape for inclusion into appropriate portions of the various courses of study.

DATA OBTAINED:

1. Data concerning development and usage of program packages, programs and related instructional opportunities in independent and directed independent study.

2. Data concerning student and teacher usage of particular types of equipment.

3. Subjective teacher and student data concerning independent study and multi-media materials.
4. Data relative to the comprehensive impact of PRISM in English and Social Studies.

EVALUATION:

1. Usage of the multi-media approach by students and teachers has continued to increase, especially with commercially prepared materials.

2. Target students are more specifically helped when they are grouped.

3. Students and teachers generally favorably respond to both independent study and the multi-media approach.

4. Disciplinary and grade data indicate target students attitude toward and effectiveness in school has increased.

Local educational agency: **CULVER CITY UNIFIED SCHOOL DISTRICT**
Address: **4034 Irving Place, Culver City, California 90230**
Project Director: **Dr. James R. Camaren**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

NUCLEAR SCIENCE CURRICULUM PROJECT

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	OEG 4-7001824-2003	Planning	10/5/66 -	1/19/68	$ 133,743

TARGET POPULATION:

For the purpose of the Nuclear Science Curriculum Project, the definition of the target population to be served was: (1) the student population of the Culver City Unified School District, characterized by the following test data of the eleventh grade class in 1965: Lorge-Thorndike Verbal (Form A-5), Mean I.Q. 114.1; Iowa Tests of Educational Development composite score, 57 percentile, 65 percent of whom enroll in institutions of higher learning, and (2) all non-science oriented graduating seniors, regardless of geographical location and intelligence level, entering society as an informed and participating citizen.

MAIN OBJECTIVE:

The primary objective of the Nuclear Science Curriculum Project was to develop a set of instructional objectives, expressed in behavioral terms, relating to nuclear science and its impact on society. The instructional objectives were developed for inclusion as modules within the framework of existing courses in both the sciences and social sciences. Derivation of the instructional objectives emphasized attitudes, knowledges, and skills based on real life requirements involving the socio-political and scientific implications of atomic energy. More specifically, the task was to determine the need-to-know items required of the average, non-science oriented high school graduate to perform as an informed citizen in the ever present and geometrically expanding Nuclear Society.

OTHER OBJECTIVES:

The second objective of this proposal was to develop a statement of the parameters within which such a program can operate successfully. Such parameters deal with the kind of teachers presently teaching science, the students enrolled in science classes, time allotments, material provisions and other practical considerations which determine the extent to which a program, once adopted, will fit the existing schools of the state and nation.

ACTIVITIES:

The procedures designed to be employed in the development of instructional objectives were predicated on the involvement and interaction of academic scholars from both social science and natural science disciplines, classroom teachers and lay persons from industry, commerce, economics, and politics. The objective of the inter-disciplinary approach was to insure the widest possible identification of need-to-know information from science, technology, and social science relevant to achieving a detailed statement of educational objectives for the study of nuclear energy and its implications. Subcontracts were negotiated with the Xerox Corporation of New York and the Bio-Atomic Research Foundation of Hollywood, California, to provide specialized consulting service in the application of the systems approach and in preparation of behavioral objectives and criterion measures. One high school science teacher and one junior high school social studies teacher were appointed as project curriculum writers. A task force of scholars representing various disciplines in the natural and behavioral sciences was employed to identify terminal objectives which would represent the desired culmination of an instructional sequence. Selected teacher consultants conducted an analysis of existing course offerings in science and social science. The project staff with the task force identified a series of hierarchial objectives focusing on consumer, vocational, health, and voter behavior which formed the basis of a project framework.

PARTICIPATION:

Participating community agencies cooperating in the development of the Nuclear Science Curricular Project:

1. American Nuclear Society
2. California Office of Atomic Energy Development
3. Atomic Energy Commission
4. Health Physic Society

Local educational agencies participating in development of the project:

1. Beverly Hills Unified School District
2. Burbank Unified School District
3. Los Angeles County Schools Offices and Title III PACE Center
4. California State Office of Education

DATA OBTAINED:

The major results of this project include: (1) a list of objectives which emphasize the social political implications of nuclear development and technology, (2) development of criteria measures and pre- and post-tests for objectives in the area of basic science knowledge, and (3) the construction of hypothesized framework of behavioral objectives categorized and ranked on the basis of professional judgment with particular specifications and operational steps identified on solutions to problems.

EVALUATION:

The most significant changes resulting from the project relate to teacher attitude and behavior. As a result of teacher involvement in workshops and the analysis of curricular offering, considerable expertise has been developed in the formulation of performance type objectives. The net effect is an increased teacher receptivity to the specification of objectives in terms of the learner and a desire to revise other areas of the curricula using similar techniques as applied in the development of the Nuclear Science Curricular Project.

Local educational agency: Cupertino Union School District
Address: 10301 Vista Drive, Cupertino, California 95014
Project Director: Norma Randolph; Assoc. Dir. William A. Howe

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

SELF ENHANCING EDUCATION

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-6-001639-0910	Operation	6-1-66	6-30-67	$173,389
OEG 4-6-001639-0910 (056)	Operation	7-1-67	6-30-68	$160,957

TARGET POPULATION: Two elementary schools: Hillview, Menlo Park and Meyerholz, Cupertino. Hillview, K-8, middle, upper middle, upper class families. Enrollment 500, staff of 28. Meyerholz, K-6, upper lower, lower middle class families. Enrollment 750, staff of 24. Professional and clerical staff involved in initial week of training; staff professionals in two year weekly training, development of training materials, and scope and sequence. School wide participation including parent training in consecutive 8 week courses. During second year a special study in Meyerholz of behaviorally handicapped children. Final trainer's manual tested outside the target area. Last six months evaluation in part on effectiveness of training on a group of teachers and administrators in a poverty center outside the target area.

MAJOR OBJECTIVES: 1-To understand conventional behaviors of parents and teachers that limit the psychological nurture of children and their freedom to exercise their innate powers; 2-to activate new but universally applicable communication techniques and processes that foster individual development of adults and children and cooperative endeavor of adults and adults with youth, and children with children.

OTHER OBJECTIVES: 1-Develop, improve, evaluate and publish a trainer's manual in order that various area trainers can effectively activate the training sessions. 2-By teaching the communication techniques and processes to both parents and teachers, improve the communication between: home and school, adults and children, bosses and subordinates, whites and blacks, poor and affluent. 3-Develop power of parents and teachers to be helping persons through self awareness coupled with new techniques so that all participants in the interaction can benefit. 4-Sensitize children to their own feelings and to those of others. Teach them the skills of communication processes that allow them to resolve conflict and handle differentness in more effective ways than the conventional ones.

ACTIVITIES: 1-One week intensive training of professional and clerical staffs. 2-Weekly inservice training both staffs. 3-Parent 8 week training courses throughout 2 years of project. 4-Assistance to teachers by classroom demonstrations; problem solving at points of conflict in classrooms, principal's office and the training center. 5-Video tapes of problem solving. 6-Small group interaction of behaviorally handicapped students on regular basis over 8 week periods. 7-Production of training films and slides of processes. 8-Production of demonstration charts for use in training sessions. 9-Publication of a monthly newsletter distributed nationally, explaining techniques and processes. 10-Publication of a trainer's manual. 11-Weekly presentations of techniques of project and classroom visitation for teachers, principals, and other school personnel from areas outside the target area. 12-Workshops for teachers outside the target area throughout life of project to test materials developed and best teaching procedures. 13-Special presentations to parochial school staffs, welfare agencies, juvenile probation, mental health depts., family life and family service, and educational, psychological and medical associations. 14-Graduate student workshops through UC Santa Cruz, San Jose State, Univ. Ore., Cen. Wash. St. Col. and Murray St. Univ. (Ky.) to test scope and sequence of material developed. 15-Interaction and cooperation with other Title III centers. 16-Consultation with State and Federal Title III directors.

PARTICIPATION: 44 target school staff two year training, materials and scope and sequence development; 1000 unsolicited visitors to center for 3 hour seminar and classroom visitation (many parochial teachers);

Local education agency: Cupertino Union School District

600 target school parents (8 week training); 48 Cupertino District teachers (6 day workshop); 20 Title I and Ed. Handicapped Minor teachers and aides (15 hr.); 30 social case workers, welfare, mental health, juvenile probation workers, family service (3 hr. seminars); 17 state directors UC Extension (3 hr. seminar); 30 graduate students and dept. personnel San Jose State (15 hr. seminar); 351 in summer graduate division courses to test materials and training methodology (136 UC, 60 San Jose State, 48 Murray Univ., Ky., 60 Univ. Ore., 47 Cen. Wash. St. Col.); 1165 in guest lecture series (Notre Dame Col., UC Davis, San Jose State, UCLA, CTA Curriculum workshop, CASCD, School Psychologist Assn., Stanford Psychiatric Medical Division, Elem. Prin. Assn.); 150 Pre-school teachers and parents (3 hr. seminar); 71 high school staff (3 hr. seminar); 50 Family Life Contra Costa (3 hr. seminar); 2750 school district personnel throughout Calif. ranging from Whittier to Eureka and including Washington, Oregon, Nebraska, Ohio (3 hr. to 15 hr. seminars); 35 faculty of 10 North Dakota Colleges 3 days; 30 administrators and counselors Phoenix (1½ hr.); 90 Title III County Center personnel San Mateo, Santa Clara, Monterey, Northwest Regional Lab., OCCI Oregon, In Service Ed. Center, Kelso, Wash. (2 to 3 hr. seminar); public at large four ½ hr. ETV on Bay Area ETV; 530 letters requesting materials and information.

DATA OBTAINED: Pre-post-SEE vs control schools: teacher and principal attitudinal style changes (Valenti/Shanner). Preference in use of perception and judgment - Myers/Briggs. Interaction analysis of teacher and pupil behavior - Flanders. Behavior assessment of behaviorally handicapped AML - San Mateo. Scholastic aptitude and achievement Lorge Thorndike-Kuhlman Anderson-Stanford Achievement. Social Perception scores: Am. Institutes Research. Test of anxiety - Test Anxiety Scale. Other data: Lessening of incidents of misbehavior and changes in principal interventions (Log Book and tapes). Unsolicited student presentations of concerns or problems to principal (Log Book). Post parental reaction to SEE project (questionnaire-anthropologist-first year). Workshop teachers' self evaluation of personal and professional growth resulting from training (second year). Unsolicited comments of parents, children, teachers (Log Book).

EVALUATION: 1st year cultural anthropologist, 2nd year Am. Institutes for Research. Second year involved control schools. Evaluation includes attitudinal and behavioral changes of principal, teachers, pupils, parents. 1-SEE Principal Meyerholz: most desired attitudinal style at end of 1st year maintained in 2nd year; much less punitive response to misbehavior (Log of incidents and interventions and tapes); role change in pupil perception of principal as problem solver rather than punisher (Log of unsolicited student presentations of their concerns and problems); more congruent forthright, confrontation of problems and concerns (staff tapes). 2-Teachers Meyerholz: most desired attitudinal style of SEE teachers at end of 1st year differed positively from control schools; most desired style at end of 1st year maintained through 2nd year; 7 new SEE teachers 2nd year scored desired attitudinal style change at end of year; SEE teachers accepted pupils' feelings and used pupil ideas three times more frequently than control school; SEE teachers engaged in lecturing and commanding significantly less; Significantly less judgmental evaluation -- more teacher reflection of SEE students' perceptions -- more teacher-pupil cooperative evaluation; less reaction to misbehavior as defiance of authority -- more reflective listening and use of problem solving process. 3-Pupils Meyerholz: SEE pupils initiated 3 times more ideas to teachers; ratio of SEE student vs teacher talk significant; more SEE student initiative in decision making; SEE pupils' perception of teachers' attitude toward them more positive in upper grades; SEE test anxiety scores became progressively lower in 3-6 grades; SEE first grade environment more positive for boys; all grades significant increase in scholastic aptitude performance 1st year; significant increase scholastic aptitude 2nd year grades 1-3; significant increase math 2nd year; significant reading increase grades 2-3 second year; greater awareness of personal feelings and those of others; more able to handle differentness and resolve conflict. 4-Parents: greater comfort in interaction with school personnel; more investment of interest as a family member; greater skill in resolution of conflict at home and school.

Local educational agency: Del Paso Heights School District
Address: 3645 Taylor Street, Sacramento, California 95838
Project Director: Dr. William L. Fowler, Superintendent

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Enhancing Self-Concepts and Cognitive Skills

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	9-8-005991-0145 (056)	Planning and Operation	6/15/68	6-30-69	$92,466

TARGET POPULATION: Last spring, eight classes--two each of first, third, fourth, and fifth grades, benefited from the project. This number included approximately 265 children, all of whom attended Fairbanks Elementary School. The racial breakdown of this group was 60% Negro, 10% Mexican-American, and 30% white. The project is now being increased by eight classes, four additional at Fairbanks and four more to serve as control groups at other schools in the District: the project now serving a total of 465 students, 66% Negro 11% Mexican-American, 23% White. Reflecting the make-up of the School District as a whole, all the students in this project come from low-income families.

MAJOR OBJECTIVES

1. Find out if the discovery method of teaching algebra and coordinate geometry can make culturally disadvantaged students learn the most abstruse and abstract mathematical concepts, gain confidence in their ability to learn, and thus become better students in arithmetic and other academic subjects.
2. Make the regular classroom teacher aware of the great learning potential of their culturally disadvantaged students so that they might adopt a more effective teaching approach in all subjects, thereby improving student achievement significantly in arithmetic as well as other academic areas. In adoption of this new understanding and approach, the teacher sees himself as a successful teacher.

OTHER OBJECTIVES:

1. Conduct the project in such a fashion that the conclusions stem directly from rigorous statistical analyses with the null hypothesis as a common referent determining significance.
2. Keep the professional education community informed of the progress of the project as it operates during the academic year.
3. Report to the professional educational community tentative findings at each year's end.
4. If the evidence justifies it at the termination of the project, adopt the research findings to a new teaching approach that is used throughout the District for all academic courses.

Local education agency: Del Paso Heights School District

ACTIVITIES:

Using the discovery method, mathematics specialists from the University of California at Davis teach two 40-minute class periods, four times a week, covering such subjects as high school algebra, coordinate geometry, and other advanced mathematical topics. Regular classroom teachers merely observe, but will now be expected to learn math concepts along with the youngsters. Only limited homework is assigned to the students of the intermediate grades, since maximum participation in the class is developed by teacher questioning. Some project instructors will train fifth or sixth grade students to be instructors.

PARTICIPATION:

Math professors and graduate students from Davis, most in their third, fourth, or fifth year of graduate math study, act as teachers in the project. This year, the participation has been expanded to include a group of math professors from the University of California at Davis to act as an advisory group. Moreover, an effort will be made to inform the parents and all other teachers of the School District of the progress being made in the project, and thus bring them in as participants.

DATA OBTAINED:

Last spring, trained observers made sporadic observations of the classes, taking notes and gathering impressions. A written test developed by the math instructors was given at the end of the year. This, however, served mainly as a guide for developing more valid tests for the future. Trained observers will now be augmented by the advisory committee from University of California at Davis. Pre- and post tests will be administered to math instructors and the students to measure the subjective aspects of student and teacher behavior and student and teacher self-image as a result of the project. Measurement of I.Q. changes and academic performance will be made through diagnostic tests in reading and arithmetic and achievement tests.

EVALUATION:

The data from last spring is still in the process of being evaluated. Since the program is an adaptation of Project S.E.E.D. in Berkeley, initiated by Dr. William Johntz, results from that program may be relevent. In Berkeley, the I.Q.'s of previously low achieving students jumped an average of eight points, as their overall academic performance improved significantly. Evaluations made by Berkeley professors were all favorable. Similar results is hoped to be achieved by this project in the Del Paso Heights School District.

Local educational agency: Desert Center Unified School District
Address: P. O. Drawer AA, Eagle Mountain, California 92241
Project Director: Dr. Otis Mallory

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Operational Learning

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-3-7-704161-4271	Operation of Program	7/1/67	6/30/68	80,671.

TARGET POPULATION:

This is a bi-district project involving the Desert Center Unified School District and the San Jacinto Unified School District. Our total population is as follows: Kindergarten (220); Grades 1-6 (1,275); and Grades 7-12 (986). The simulation phase of our project primarily involves grades 7-12 (986 pupils). The multi-media phase has permitted us to involve K-6, as well as, grades 7-12. The major thrust of the project is to promote learning of concepts and processes rather than memorization and mastery of rote facts.

MAJOR OBJECTIVE:

This is a multi-media project with simulations and games as a central curriculum addition. In simulations, the student decision-making process is a crucial activity. By and large, conventional programs have not been concerned with decision-making processes on the part of the student. The prime curriculum improvement in this project is to transfer the responsibility of learning from the teacher to the student and to be more concerned with "student output" rather than "teacher input." Other outputs on the part of the student are the processes of critical thinking and creative thinking.

OTHER OBJECTIVES:

1. Prepare teachers to incorporate simulations and games into the existing program of studies.
2. Prepare teachers to utilize a full range of materials for individual studies, sound slide projectors such as the R. V. Weatherford "Video-Sonic", closed loop films, etc.
3. Prepare teachers to make use of multi-media for large group instruction through the use of materials designed for the "instructoscope."
4. Involve students in the preparation of materials for multi-media presentation, with an ultimate objective of making programming a student responsibility.
5. Try other simulations as quickly as teachers request authorization and as quickly as administrative modifications of organization can be made.
6. Quickly involve students in the selection and alteration of existing simulations, and as time goes by, in the invention of new and appropriate simulations and games.

Local education agency: Desert Center Unified School District

ACTIVITIES:

1. Beginning in the pre-school workshop of the school year 1967-68, conduct orientation sessions led by the program director, a member of the Western Behavioral Sciences Institute staff.
2. Begin SIMILE SESSIONS (communications workshops) with consultant Catherine Minteer.
3. Conduct visitations to the schools of Poway Unified School District, and such other schools as Western Behavioral Sciences Institute might at a later date recommend.
4. Plan and schedule the first operational simulation to start in the second quarter of the first semester of 1967-68.
5. Devise continuous feedback procedures.
6. Plan and schedule operational simulations to begin second semester of school year 1967-68.
7. Conduct simulation demonstrations for parents and residents of the two communities.
8. Develop a student-centered instructional materials service facility.

PARTICIPATION:

Total participants by race:

White	Negro	American Indian	Other Non-white	TOTAL
2,314	11	75	20	2,420

DATA OBTAINED:

1. Student Daily Record.
2. Student Attitude Questionnaire.
3. Sociograms.
4. Semantic Diferential Tests.
5. Student Comments.

EVALUATION:

1. Make changes in evaluation portion of original proposal.
2. Survey methods of analyzing taped student I. N. S. discussions. Hilda Taba's test exercises for assessing cognitive skills will serve as a model for the search.
3. Make trial recordings of students participating in the game.
4. Determine ways of sampling student discussions while participating in I. N. S.
5. Develop pool of items for attitude surveys.
6. Develop initial form of attitude surveys.

Students have accepted the decision-making environment with enthusiasm. STUDENT-TEACHER FEEDBACK indicate the following:

Student Comments: "I got to play the part of somebody today." "I learned new things and had a chance to use what I have already learned."

Teacher Comments: "Most of the students participating in the simulation were vitally involved and found a new interest in school simply because here was something that was challenging to them which was not considered classwork or linked with the term, "academic work."

Local educational agency: **Dixie Elementary School District**
Address: **35 Trellis Drive, San Rafael, California 94903**
Project Director: **Paul M. Ricciardi**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Development of a Center to Demonstrate an Exemplary Individualized Reading Program

Funding: USOE Grant Award No.	Type	Period of Funding From	 To	Amount $
OEG-4-7-662515-0239		9/1/66	8/31/67	$88,292
Project Number 66-2515	Operation	9/1/67	10/25/68	81,431

TARGET POPULATION:

Seven K-6 schools of the district, 72 (Grades 1-6) teachers, 2,160 students, have been the target population of the project. The students can be generally described as suburban middle to upper-middle class whites with an average I.Q. of 110. There are approximately 1,080 students in Grades 1-2-3 and 1,080 in Grades 4-5-6 in the project.

MAJOR OBJECTIVES:

There are five major objectives of the project: (1) Demonstrate the effectiveness of an individualized program of instruction in reading which meets the individual and specific needs of the students while at the same time encourages them to develop a wide range of reading; (2) Demonstrate the effectiveness of an individualized program of instruction in reading to teachers, college personnel, consultants, school administrators and developers of curriculum in the area to be served; (3) Train teachers in the procedures and techniques for individualized instruction in reading; (4) Develop and validate programmed learning devices in reading which are self-instructional and which reflect the diagnosed needs of the students to be served; (5) Obtain and report on data which will be used for dissemination purposes.

OTHER OBJECTIVES:

(1) Increase the desire of youngsters to want to read on their own and to broaden the base of their reading likes; (2) Increase the effectiveness of teachers to diagnose and prescribe for reading difficulties of individual children; (3) Increase the involvement of teachers and librarians, working together as a team so that teachers are more knowledgeable as to the varieties of reading materials available; (4) Sharpen awareness of the varied purposes for reading and thereby increase the competence of students' reading ability by departing from reading programs that emphasize children reading to find teacher-directed questions.

ACTIVITIES:

Teachers participating in the program are trained through an in-service college extension course which is held once a week for two hours and are asked to attend a Saturday Workshop once per month at which time a variety of activities take place usually conducted by an outside consultant. These activities include material development for use in the

program, practice in diagnostic test development, administration and interpretation, listening to lecture presentations on children's literature, and demonstrations of innovative use of audio-visuals aides in an individualized reading program.

Students in the program are tested at the start of the school year by their classroom teacher in order to determine some of their specific needs as they pertain to reading skills and in order to establish their reading comprehension level. Skill groups are formed based on the afore mentioned tests while at the same time students are encouraged to freely select from both the classroom and school libraries books which reflect their interests and reading level. Individual conferences with the students are conducted throughout the school day as one means of providing feedback on their reading experiences. Records are kept both by students and teachers of these various activities so as to determine the child's progress and his further needs as they develop. At the end of the year, different forms of the same tests administered at the first of the year are given and student progress in reading skill development is measured. Total number, variety, and literary worth of books read is compiled to ascertain the effect of the program on students' reading habits and taste

PARTICIPATION:

Demonstration classes are open throughout the school year and during the summer to all interested persons in the four county region of the North Bay PACE Center. Within this large area are students of widely different cultural and economic backgrounds who through their teachers' participation in our dissemination activities could benefit from our program.

DATA OBTAINED:

I. Test Data:
  (a) Stanford Diagnostic Reading Test, Forms X and W (Pre-Post)
  (b) Stanford Achievement Test in Reading
  (c) Doren Diagnostic Reading Test
II. Library-Use Survey: Data will be collected on how often the school library is used by students participating in the project and will be compared with students not participating.
III. Collection of data showing number of books read on the average by students participating compared to non-participants.
IV. Sampling of student reading records to determine kind and variety of books read.
V. Student attitudes toward reading and books will be analyzed.
VI. Comments of visitors to the demonstration classes will be recorded.
VII. Interviews with teachers, principals, and others will be conducted to determine the degree of acceptance by the teaching staff of this new approach to reading.

EVALUATION:

All data mentioned above is being and will be collected during the final year of operation. This data, along with an intensive interpretation as a means of measuring the extent to which our objectives above have been reached, will be published at the end of the 1969 school year.

Local educational agency: Downey Unified School District
Address: 11627 So. Brookshire Ave., Downey, Calif., 90241
Project Director: C. Lamar Mayer, Ed. D.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Planning a Regional Program of Innovative and Individualized Instruction for Special Education Pupils Using Multi-professional and Cooperative Effort.

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-001453-0900	Planning	5-1-66	6-30-67	$45,644

TARGET POPULATION:

The target population of this planning project consisted of special education students of thirteen districts in Southern Los Angeles County. The thirteen districts serve some 4828 students in the areas of mental retardation, educationally handicapped, orthopedically handicapped, hearing handicapped, visually handicapped and continuation high school. Students range in age from pre-school through high school.

MAJOR OBJECTIVE:

The major objective was to conduct planning activities which would lead to the establishment of a service center to assist the participating districts to enrich the educational opportunities in special education through innovative and cooperative procedures.

OTHER OBJECTIVES:

Activities of the planning project were designed to assess special education needs of the participating districts and to determine methods and programs by which cooperative action could benefit handicapped students. Multi district programs of in-service education were initiated.

ACTIVITIES:

Planning activities included the following sequence:

Phase 1. Explore innovative and exemplary ideas concerning services which the center might provide.
Phase 2. Assess the needs of the participating agencies in terms of the services identified in Phase 1.
Phase 3. Study research reports and related projects to determine effective techniques being used in other areas.

Phase 4. Develop a plan for the establishment of a Regional Service Center and submit the plan for approval by the participating agencies.

PARTICIPATION:

Planning committees and consultants included teachers and parents representing each of the participating districts and each area of handicapped children, administrators of the districts, state and county consultants in special education, college and university specialists, medical personnel and representatives of non-public schools. The recommendations were summarized and a plan formulated by the project director and an advisory council consisting of the special education administrator of each of the participating districts.

DATA OBTAINED:

Data obtained related to needs in special education in the following areas;

1. Materials, equipment and curriculum guides
2. Professional inservice and parent education.
3. Information and referral services for handicapped children.
4. Evaluation services
5. Cooperative programs
6. Vocational habilitation
7. Physically handicapped, homebound students
8. Services for pre-school handicapped children.

EVALUATION:

Planning activities lead to the establishment of a Special Education Service Center with all districts from the planning stage participating. The educational opportunities of the target population were enhanced by resulting programs (described in project #3441) in terms of a tele-class program, development and dissemination of curriculum materials, inservice education and cooperative placement of students.

Local educational agency: Downey Unified School District
Address: 11627 So. Brookshire Ave., Downey, Calif., 90241
Project Director: C. Lamar Mayer, Ed. D.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Southeast Region Special Education Service Center: A Multi-District Project of Innovative Programs for Handicapped Children.

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-3-7-703441-4438	Operational	7-1-67	7-31-68	$45,645

TARGET POPULATION:
The target population of the operational project consisted of all special education students within the thirteen participating districts in terms of indirect service, with direct services to be provided for physically handicapped homebound students. The special education programs of the participating districts involve approximately 400 teachers and 6,400 handicapped students. Included are students of pre-school to 21 years of age in the following classifications: mentally retarded, educationally handicapped, orthopedically handicapped, hearing handicapped, visually handicapped and continuation high school.

MAJOR OBJECTIVES:
The major objectives for the first year of operation were to develop the following services and programs:

1. A Multi-District Demonstration Project of Tele-Class Teaching for homebound students of public, private and parochial schools.
2. Programs of In-service Education and Parent and Community Education.
3. Coordination of Cooperative Placement in programs where separate districts have insufficient numbers of children to operate independent programs.
4. A Special Education Instructional Materials Center to evaluate, demonstrate and display materials; and to disseminate information.

OTHER OBJECTIVES:
In addition to the major programs, the Center proposed to provide other services as staff and facilities would permit. These included:

1. Consultants for program planning
2. Assistance in project writing
3. Referral Services for parents
4. Continuing needs assessment.

Local education agency: DOWNEY UNIFIED SCHOOL DISTRICT

ACTIVITIES:

Activities Related to Major Goals:

Tele-class teaching for homebound students was initiated for grades four, five, six, ten, eleven and twelve. In addition to the direct service to children, this activity serves as a demonstration project related to curriculum, multi-district participation, cost and teaching effectiveness.

Approximately two in-service activities per month were sponsored by the Center for special education professionals and para-professionals of the participating districts. These include instruction in a variety of areas such as teacher evaluation of learning problems, techniques of remediation, prescriptive teaching, perceptual motor training, developing special materials, etc.

The Center has provided assistance in establishment of inter-district cooperative programs for (1) vocational training for the trainable retarded, (2) secondary orthopedically handicapped, (3) visually handicapped.

A special education instructional materials center displays and demonstrates commercial and teacher made materials, provides limited lending service for teachers and has developed curriculum guides for teachers of educable and trainable mentally retarded and continuation high school students.

PARTICIPATION:

Students from numerous schools in nine of the participating districts and from two parochial schools were enrolled in the tele-class program. More than 200 interested persons visited and observed this aspect of the project. Participation in newly developed cooperative programs included enrollment of students from five districts and one non-profit, private agency. Teachers from all districts utilized the services of the materials center and attended in-service workshops. Attendance at these workshops exceeded 500 persons total.

DATA OBTAINED:

Data related to the tele-class included information on cost, pupil and parent evaluation, teacher evaluation, and multi-district acceptance of a common curriculum. Information was obtained concerning teacher participation in in-service activities, credential status, and perceived teacher needs. A survey of handicapped children in special programs and those needing special services provided data related to program needs.

EVALUATION:

A continuing program of evaluation by the staff of the Center has involved teachers, administrators, students and parents. The project has also been evaluated in a study sponsored by LAPACE. These evaluations indicate that major program goals have been achieved according to plan for the first operational year.

Local educational agency: East Side Union High School District
Address: 12660 North Capitol Avenue, San Jose, California 95133
Project Director: Henry C. Jensen

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Developing a Preventive Strategy for Meeting Tomorrow's Educational, Vocational, Ethnic and Societal Demands (Project was known locally as the East San Jose Educational Park Study)

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
OEG-4-7-673130-1585	Planning	1/1/67	7/1/68	88,077

TARGET POPULATION:

3,500 students, grades 9-12. Ethnic ratios: 30% Mexican-American, 63% other white, 4.3% Negro, 2.7% other non-white.
75 faculty members
26 community agencies
50 parent-neighborhood groups
The population to be served consists primarily of low- and middle-income families residing in the west-central portion of the East Side Union High School District.

MAJOR OBJECTIVE

To develop a total exemplary secondary education package that anticipates and combats the "social dynamite" created by rapidly changing ethnic ratios within neighborhoods

OTHER OBJECTIVES

To pilot a number of instructional strategies designed to (a) lower communication barriers between racial and ethnic groups, (b) facilitate the transition from secondary school to the world of work and/or continuing education, and (c) to develop community support for the concept of integration through action of integrated committees representing community agencies and active participation in planning by groups to be directly served by an educational-community center

To explore the feasibilities and obtain the necessary agency commitments for the cultural-recreational components of an educational-community park.

To obtain the information necessary for the development of specifications for the physical facilities to house the "total exemplary secondary education package"

Local education agency: East Side Union High School District

ACTIVITIES

1. Implementation of an "Action Framework" involving community leaders, minority group representatives, parents, students, teachers and administrators on a Blue Ribbon Advisory Committee and sub-committees on interagency cooperation, curriculum, site and intergroup relations

2. 163 meetings involving 6177 individuals in community groups and professional organizations to discuss the feasibility of the educational park as a means of meeting the project's objectives

3. Piloting of instructional strategies in the District's schools

4. Collecting of data from and visitations to other districts throughout the nation currently studying or implementing the educational park concept

PARTICIPATION

All segments of the community, including low-income and minority groups, community leaders, parents, students and professional staff were involved in discussions of the educational park concept through committee structure and community meetings. Special efforts were made to involve Mexican-American and Negro citizens.

DATA OBTAINED

The major finding of the study is contained in the recommendation from the Blue Ribbon Advisory Committee on May 1, 1968, that the educational park is feasible and is "the next logical step in evolving a program that offers quality education for all." The Committee's recommendations was accepted by the District's Board of Trustees on June 4, 1968. The Board has instructed the Administration to bring in recommendations for implementing an educational park in East San Jose. Curriculum pilot projects produced a number of promising approaches for improving the self-image of minority group students and breaking down communication barriers between racial and ethnic groups. The concept of a multi-agency educational-community center was strongly endorsed by the Blue Ribbon Advisory Committee.

EVALUATION

The project is evaluated primarily through the positive acceptance of the feasibility of an educational park to meet the stated objectives. The direct impact of the park on the target population will be determined as the concept is implemented in the future. It is anticipated that the first increment should be ready for occupancy in 1971.

Local education agency: **East Side Union High School District**

Additional information is abailable through the project's two basic documents: Report of the Blue Ribbon Advisory Committee to the Board of Trustees and East San Jose Educational Park Study End of Budget Period Report. These are available at cost from the project office. Requests should be addressed to Director, Educational Park Study, East Side Union High School District, 12660 North Capitol Avenue, San Jose, California 95133.

Local educational agency: East Side Union High School District
Address: 12660 North Capitol Avenue, San Jose, California 95133
Project Director: James Doyle

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Community Service Through Work Experience

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG - 4-7-672559-0083		8/15/66	6/15/67	19,489.00
OEG - 3-7-703794-3588	Planning	6/16/67	6/30/68	25,032.00

TARGET POPULATION:

1. Low income high school students, 35 boys and girls
2. 20 pre-school age younsters from high school attendance area
3. Educable Mentally Retarded (EMR) high school student were added in 1967-68
4. Parents of pre-school children were included in 1967-68

MAJOR OBJECTIVES

a. Recondition a house in a low income neighborhood using NYC* boys;
b. Furnish and decorate that house as a child care center using NYC girls;
c. Operate the house as a free child care center using NYC girls;
d. Maintain the house and grounds for the project period using NYC boys

and have as its objectives

a. Dropout prevention;
b. The vocational traning of terminal high school students;
c. The intensive vocational counseling of terminal high school students;
e. The development in the students of desirable skills and attitudes toward home maintenance, home ownership, homemaking, and care of pre-school children;
f. The freeing of mothers in the area served to work or participate in job training programs; assist in evaluation--also can be instructed in good home management practices;
g. The enrichment of the children involved through directed play activities linguistic experiences; and other desirable pre-school learnings;
h. Integrate EMR students into the program;
i. To better prepare students to enter building trades;
j. To develop an awareness of business procedures by introducing proper business techniques.

ACTIVITIES

A. Boys

1. Paint interior and exterior of house to Veteran's Administration specifications
2. Replace floor tile where missing or damaged, with same or suitable patterns Clean wax, and machine polish all floors.
3. Clean screens, blinds, hardware, tile, plumbling, heating, electrical and accessory fixtures and appliances. Clean fireplace bricks, hearth, driveway,

garage floor and basement where necessary. Sand cutting board. Remove debris from property interior and exterior. Wash all windows.

4. Furnish and install door stops, pulls, catches, switches, plug plates, and electrical fixtures where missing or damaged. Check and correct all doors, locksets, windows, window mechanisms, screen vent screens and downspouts, for efficient operation.
5. Regrout tile where necessary in kitchen and baths. Porcelain enamel chipped areas in kitchen and baths. Install porcelain caps at toilet base where necessary.
6. Turn on all utilities. Check electrical, gas, water and sewer lines and all equipment for satisfactory operation.
7. A complete renovation of the landscaping was completed.
8. An outside playhouse was constructed.
9. Complete business procedures, including organization, estimating and profit-loss statements were conducted by the boys under the supervision of the house father.

B. Girls

1. Those students who became the cooking crew alternated the responsibilities of preparing and serving meals with their supervisory duties. Emphasis was on planning the meals as dominant nutritional source in the child's daily food intake. The girls found preparing a complete meal to be served at a set time a challenging task, and for all of them it was a completely new experience since they never before had had the need, opportunity, or responsibility for cooking anything other than light snacks. Emphasis was also placed on introducing the children to a wide variety of foods, on simple table manners, and on independence in self-feeding. The carryover value was excellent since students and children learned in the process.
2. Another group of students had, in addition to their supervision of children the responsibility of all housekeeping chores. Somes students learned for the first time how to use a vacuum cleaner, to disinfect and clean a toilet, to defrost a refrigerator and to do their household tasks it is only too easy to assume that every teenage girl would know how to do.
3. In addition to cooking and cleaning chores, the girls were responsible for the care of the children. The opportunity to compare, observe and know children of the different age levels represented in the center is one most adults have not had. Emphasis was placed on the responsibility of the student aide to develop good attitudes, healthy personalities, and good citizenship habits within each child.
4. Assignment as noted above were filled by EMR girls and regular NYC girls during the second year of the project. An NYC girl acted as leader of the girls.
5. Much of the planning and organization of the field trips was done by the girls.
6. Assistance by the girls was rendered during pre-school childrens physical examinations.

Local Educational Agency: East Side Union High School District

PARTICIPATION

1. High school students other than those enrolled in program through construction of toys, photographing of children and observation by homemaking classes.
2. San Jose State student observers.
3. Parents of pupils--both high school and pre-school in social functions.
4. Local service organizations such as Kiwanis contributed toys.
5. Local Painters Council #33.
6. San Jose Police Department.
7. Woman League of Voters.

DATA OBTAINED

1. Comparison of disciplinary referrals accumulated prior to participants entry into program.
2. GPA comparison.
3. Attendance comparison.
4. Narrative on personalities of participants prepared by House Mother and House Father.
5. Detailed health inventories of high school and pre-school youngsters were obtained.
6. This project acted as a model for the possible dissemination of other similar district projects.

EVALUATION

1. The direct impact upon the target population is difficult to measure however the students directly involved in the project have shown positive improvement in most school associated activities.
2. Examples of positive results are:
    2.1 three EMR boys have been accepted into the apprentice program of the painters union
    2.2 four (4) girls are continuing their education at San Jose State San Jose City

Local educational agency: El Dorado County Superintendent of Schools
Address: 337 Placerville Drive, Placerville, California 95667
Project Director: Richard S. Leno

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Gold Mind

Funding USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-673025-3473	Planning	4/4/67	2/3/68	75,770
OEG-4-7-673025-3473	Planning	2/4/68	2/3/69	99,922

TARGET POPULATION:

The target population is the general public and private school population of the ten-county service area of the project, limited at first to 36 pilot classes but gradually expanding to other classes as the project matures.

MAJOR OBJECTIVES:

The major objectives of the project, as amended, are:

1. To establish machinery for organizing community resources into meaningful education experiences.
2. To help teachers design models of extended classroom experiences utilizing community resources.

OTHER OBJECTIVES:

Several other objectives of lesser importance are being sought.

1. The cooperative operation of a summer camp.
2. The training of teachers in curriculum development.
3. Making available to districts the services of staff members newly trained in curriculum development or subject matter specialties.

ACTIVITIES:

Activities have been largely of three types;

1. Teacher orientation and inservice training.
2. Instructional program development in Art, Music, and Science.
3. Test-teaching of instructional materials.

PARTICIPATION:

Participation of persons broadly representative of the cultural and educational resources of the area to be served included representation from many institutions during planning and many resource persons during operation. Provisions for participation of children enrolled in nonprofit private schools were the same as for children from public

PARTICIPATION: - CONTINUED

schools. Approximately 15% of both teacher and student participation has been from private (parochial) schools. This is roughly the same proportion as private education bears to public education in the service area.

DATA OBTAINED:

Test data has been obtained which indicates that students make substantial achievement toward the instructional behavioral objectives established. Narrative (anecdotal) data will be used to measure achievement of the major objectives.

EVALUATION:

During the phase of operation beginning in the fall of 1968, the number of teacher and student participants will have increased more than 200% over the number who participated in the first phase. The new participants will have almost all their expenses paid by their local districts, indicating the accomplishment of the objective and the effect of dissemination.

Local educational agency: El Monte School District
Address: 3540 N. Lexington Avenue, El Monte, Calif.
Project Director: Miss Frances Cole

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Discovery and Release of Potential Music Talent Through an Experimental Approach to Teaching of Music

Funding:			Period of Funding		
	USOE Grant Award No.	Type	From	To	Amount $
	OEG-4-6-001544-0899	Oper-ational	7/1/66	6/30/68	$38,974.00

TARGET POPULATION:

Children from selected 4th grades in 20 public and non-profit private schools within the El Monte High School District were included. Choices were based on classroom teacher interest, parent interest, child interest and scheduling.

Personnel included 2 full-time instrumental instructors and 4 full-time equivalent consultants from the professional music field.

MAJOR OBJECTIVE:

The prime improvements sought were to arouse interest in music, to provide instrumental instruction to potentially talented children from low income families, and to experiment with new methods of instruction based on recent experience and research.

OTHER OBJECTIVES:

Improved instrumental teaching methods, additional exposure of children to music literature and techniques of performance through live performances, and elevated cultural level of the community.

ACTIVITIES:

The project began with an orientation program at a cultural center where 4th grade students explored the violin, clarinet and trumpet. At the end of the summer they selected an instrument for study during the school year. Public school students were given instruction 30 minutes twice weekly during the school day; parochial and private school students were given instruction in Saturday classes. Instructional methods were experimental "listen and play", based on the Suzuki method for violin.

PARTICIPATION:

Cultural and educational agencies involved include:

- the school superintendent
- the director of curriculum
- the project director
- seven elementary school music teachers
- two high school music teachers
- principals from four private schools
- representatives from the Community Concerts Association.

DATA OBTAINED:

Records have been kept which identify the number of students continuing in the program and which tabulate student progress, attitudes of teachers, attitudes of parents and students, participation in performing groups, and attendance at concerts. These will be tabulated in the evaluation reports.

EVALUATION:

Data at this time are incomplete but tend to show about 50% higher percentage of student participation, greater interest in an instrumental program, and more rapid technical progress among the students who participated than among instrumental students prior to the time the project began. Data on cultural improvement are too nebulous and too difficult to obtain for any valid conclusions.

Local educational agency: Emery Unified School District
Address: 4727 San Pablo Avenue, Emeryville, California 94608
Project Director: Samuel N. Henrie, Jr.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Standard English Dialect for the Disadvantaged

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-7-672708-0240	Planning	9/1/66	6/30/67	$24,000

TARGET POPULATION: This grant was for the planning of an English program for disadvantaged students, who speak only non-standard dialects of English. The program, which is now in operation, provides speech and hearing screening for over 200 students and individualized instruction in speech and audio-lingual training for approximately 70 students per year.

MAJOR OBJECTIVE: Plan a program which will train non-standard dialect speakers in specific audio-lingual training involving standard American English.

OTHER OBJECTIVES: Help Language Arts and other teachers to understand and work with non-standard speakers more effectively.

ACTIVITIES: The planning process included these activities: review of the literature by the planning team; investigation of possible approaches; study of possible instructional methods; study of the relationship to the rest of the curriculum; combine in course outline; development of instructional packages; placement into a four-year sequence; final evaluation of the products of planning.

PARTICIPATION: The major part of planning tasks were accomplished by the staff members of Emery Unified School District. A consulting and information sharing relationship was maintained with other school districts in the area, the California School for the Blind, the Speech and Hearing Clinic of the Children's Hospital of the East Bay, the Speech and Hearing team at Camp Parks Job Corps, the Catholic Diocese of Oakland, and other educational and cultural agencies.

DATA OBTAINED AND EVALUATION: The program was successfully planned. Evaluation was based upon completion of the tasks outlined above (Activities).

Local educational agency: Emery Unified School District
Address: 4727 San Pablo Ave., Emeryville, California 94608
Project Director: Samuel N. Henrie, Jr.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Standard English Through Speech Therapy Methodology

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-005640-0057-(056)	Operational	2/1/68	1/31/69	11,832

TARGET POPULATION: This project serves culturally disadvantaged students who speak non-standard dialects of English. Extensive research carried out in our school has shown these students are doubly disadvantaged when they attempt to compete educationally and vocationally with the standard speech community. Not only are they unable to use standard speech forms, but also they have difficulty distinguishing several linguistically significant sounds aurally. Thus, they are limited in both understanding what they hear and communicating what they feel in the standard classroom or job situation.
MAJOR OBJECTIVE: This program helps to prepare these students to understand and speak standard English in appropriate situations. It is not an attempt to change their speech, but rather to give them another speech tool: standard English as a second dialect.
OTHER OBJECTIVES: This project is part of a larger effort to adapt instructional programs in communication skills and English to the needs of disadvantaged students. One of the main objectives of the curriculum group developing this over-all project has been to integrate a program of speech skills into the total program. This project represents a major step in that direction.
ACTIVITIES: The following activities are carried out under the program. 1) Screening of all students; 2) In-depth diagnosis in hearing and speech; 3) Counseling and learning experiences to prepare students psychologically; 4) Treatment according to needs, using audio-lingual and speech correction methodology--treatment is carried out in small communication groups and individual study situations; 5) In-service training for English and Reading teachers; 6) Evaluation.
PARTICIPATION: Direct services under the project are limited to the target population and participating teachers. However, the impact of this project is much greater in that it is the first project to attempt the use of both audio-lingual technology and speech therapy methodology in instructing non-standard speakers in a public school situation. As a pilot project, it has attracted national attention and a steady stream of visitors. The Advisory Council to the project includes representatives of the Catholic Diocese of Oakland, the Speech & Hearing Center of the Children's Hospital Medical Center, Special Projects Dept. of the Berkeley Unified School District, California State Employment Service and the California School for the Blind.

Local education agency: Emery Unified School District

DATA OBTAINED: Three types of pre and post measurements are being used: 1) An inventory of student attitudes and information regarding speech and the importance of standard American English usage in terms of vocational, social and educational advancement; 2) standardized test data in the areas of auding, vocabulary, audio discrimination, and the use of standard English speech structures; 3) Individual diagnostic inventories on each student in the areas of articulation and structure of speech.

EVALUATION: Since the project year is not yet complete, the post tests have not been carried out, nor the data analyzed. Preliminary data indicates that the project has been successful in most cases in developing positive attitudes toward standard English speech, improving auding abilities, and in equipping students so that they may use standard English speech patterns in appropriate situations.

Local Educational Agency: Enterprise Elementary School District
Address: 750 Hartnell Redding, California 96001
Project Director: Dr. Phyllis I. Bush

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Exemplary Education in Enterprise

Funding:

USOE Grant Award No.	Type	Period of Funding From	 To	Amount $
3-7-704045-4445	Operations	6-28-67	6-30-69	130,444

TARGET POPULATION: The children Kindergarten through grade 8 of the Enterprise Elementary School District provide a population of approximately 2500 available for this study. All children of the District who are within the normal population are included. Special Education program students are not involved at this time. All professional staff both instructional and administrative are participating. In effecting the "exemplary" portion of the project the 47,000 children of the 7 service counties and 1,800 educators are involved in cooperatively field-testing the materials developed by the Enterprise Staff.

MAJOR OBJECTIVE: There are 2 major objectives in this Project:

1. To develop and refine individualized learning materials K-8 in Reading, Language Arts, Mathematics, Science, and Social Science using a system analysis base.
2. To plan and pilot utilization of the program K-8 as a demonstration center for teachers in regional schools.

OTHER OBJECTIVES: These include:

1. To plan and demonstrate the effectiveness of a cluster instructional facility.
2. To plan and demonstrate team teaching in an ungraded primary and intermediate school.
3. To plan standard development processes for instructional material.
4. To plan and demonstrate both organizational and instructional approaches for 7th and 8th grade pupils in Language Arts and Social Sciences in a special facility housing both their classroom areas and research center for materials.
5. To plan and design evaluation techniques to insure the inclusion of materials, techniques and methods by participating teachers following co-teaching experience in Enterprise.
6. To plan and demonstrate special learning for gifted pupils.
7. To assist participant teachers in improving classroom instruction through followup support.
8. To develop teacher leadership in cognitive areas.

Local Educational Agency: Enterprise Elementary Schools District

ACTIVITIES: Eighteen teachers were employed in August to describe in behavioral continua the minimum competency required of all children in 5 subject areas: Reading, Math, Science, Language Arts, and Social Sciences. Each interim performance was prepared in package form so that the student might progress at his own rate. The packages were tested in one-third of the students. Based on a 2-cell Chi-square measure, the packages were then adjusted and are now operational K-3 in all 5 subjects. Packages grades 4-8 will be submitted to test during the current school year. Fifteen teachers visited 7 model sites in the United States to gain leadership. Twelve Teachers from the service area co-taught in the district during the school year. These 12 teachers participated by writing packages for use in the project and their own schools. At this time the system analysis design is completed and is being adjusted based on the data being received. Friday is established as appropriate for single day visits.

PARTICIPATION: In addition to the 12 teachers who co-taught in the district during the past school year, the project has involved County Office, PACE, the local AAUW, the Shasta Junior College, the parent groups at each school, the County Historical Society, Phi Delta Kappa, Delta Kappa Gamma, Hi-12 Masons, and interested citizens in the arts, music, drama, the dance and citizen volunteers. Each administrator or head of religious and private institutions was invited to participate in the August Workshop and the planning stage.

DATA OBTAINED: Readiness factor to begin an academic thread is being tested by 10 kindergarten teachers under the leadership of an elementary counselor. Both academic and self-concept measures are being applied. Academic achievement tests both pre and post are given. The hypothesis is that more than one year of growth will be produced per school year using individualized materials on a system analysis base.

EVALUATION: Based on use of materials, the tests show probability that of those tested all will succeed at slightly more than 98%. No achievement measures have been used since last year was a planning year.

Local educational agency: Escondido Union High School District
Address: 240 South Maple, Escondido, Calif. 92025
Project Director: H. James Ahler, Director - Special Programs

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Counselor Aid for the Mexican-American

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
9-8-006317-0095 (056)	OEG	6/1/68	6/30/69	$9,998.00

TARGET POPULATION:

It is estimated that 303 Mexican-Americans will be served by this project, with special emphasis on the non-English speaking families. The Counselor's Aide will assess the needs of each family she visits so the age range will be from 3 years through adults in the Escondido Union High School District. Because the high school district is directing the project, it is expected that more referrals will come from students in grades 9 through 12.

MAJOR OBJECTIVE:

The major purpose is to use a non-professional Mexican-American as a Counselor's Aide in the form of Outreach. She will make home calls, visiting with the parents of Mexican-American students who for some reason are not taking full advantage of the Educational Programs. The results of these visits will be reported back to the Counselor of the referring school for appropriate action.

OTHER OBJECTIVES :

1. To improve communications between schools, home and community, particular with those homes with Spanish speaking parents.

2. To improve student performance and self-image by instilling a sense of confidence and helping him realize his ability and aptitude through intense individual counseling.

3. To improve class-room attendance by working with the whole family unit to stress the importance of education.

4. To improve chances of employment through vocational and educational guidance for the potential school dropout.

5. Educational and vocational counseling for those disadvantaged

students who are capable of success at the Junior College or College level.

ACTIVITIES:

1. Outreach in form of home contacts by a bi-lingual Counselor's Aide.
2. Coordination of all school districts within the Escondido Union High School District to assist the Mexican-American student and family.
3. Educational and vocational guidance by a professionally prepared bi-lingual Counselor for Mexican-American students.
4. Referrals to community action agencies for these families in need of assistance.

PARTICIPATION:

All five public elementary school districts in the Escondido Union High School District, Palomar Junior College District and the St. Mary School are participants in this project. Project Access assisted in the development of the plan and other public service agencies have been contacted and will cooperate with the schools in helping needy families. The Advisory Committee to the E. S. E. A. Title I program has been the sounding board in the development of the Title III project. This Committee is composed of people who come from different cultural and economic backgrounds and environments. St. Mary's school is the only non-public school in the Escondido Union High School District.

DATA OBTAINED:

a. Attendance
b. Academic Grades
c. Attitude toward school
e. Health referrals

EVALUATION:

This is a newly funded project and as such cannot be evaluated. However, an extrapolation of end-of-summer Title I school program utilizing a Counselor Aide indicates positive trends in increased cooperation between Mexican-American student, parent, counselor and student's attitude toward school. Under present Title III project, a rapport has been established between Counselor Aide, Mexican-American community and student which projects a continuing improvement of parental interest in the school as well as individual student's self-image.

Local educational agency: FREMONT UNIFIED SCHOOL DISTRICT
Address: 611 Olive Avenue, Fremont, California 94538
Project Director: Gus C. Robertson

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
A Feasibility Study for Operation Probe, submitted January 12, 1967

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
USOE #3-7-703500-4442		7-1-67	8-31-68	$48,900

TARGET POPULATION:

The target population of this study includes territories lying within the cities of Fremont and Newark.

MAJOR OBJECTIVE

The major objective of the feasibility study is to explore the potential role of educational administration in developing machinery for comprehensive community planning for Fremont-Newark.

OTHER OBJECTIVES

(1) To inventory existing planning for the educational, economic, social, and cultural development of the area.

(2) To determine means by which planners from educational administrations can make meaningful contributions to and participate effectively with other public and private agencies interested in community development.

(3) To define the scope and content of a comprehensive educational planning program, including estimates of fiscal and manpower resources required to undertake such educational planning.

(4) To explore interagency and intergovernmental mechanisms for conducting cooperative planning efforts and for implementing development programs that require joint action by two or more jurisdictions.

(5) To identify potential sources of financial support for further community planning efforts.

(6) To prepare a schedule for taking the next steps toward creating collaborative planning machinery that appear to be feasible.

ACTIVITIES

The study will be carried out by a team of professional researchers qualified in educational planning and administration, in urban development planning, and in public finance. The team will work closely with school district personnel and with other public and private agencies to ensure that the alternatives considered are responsive to the needs and aspirations of the community.

PARTICIPATION

The research team will ask the school district administrations to convene a community advisory group broadly representative of the agencies whose planning participation is central to this concept.

DATA OBTAINED

Existing information describing the socioeconomic characteristics of the population residing within the school districts will be identified and assembled.

The available techniques for planning, in the broadest sense of the term, will be reviewed. A survey will be made of all agencies concerned with the future development of the area and those currently conducting programs of social welfare and cultural enrichment.

A survey will be made of financial resources that might be drawn upon to help support the long term planning effort.

Possible modes of intergovernmental cooperation in planning and in implementing proposals arising from the planning program will be analyzed with particular care, since the effectiveness of planning is extremely sensitive to the dynamics of the planning process itself.

EVALUATION

The information gathered will provide the basic information for designing a planning program that will permit a rational establishment of priorities and will produce effective programs and strategies for guiding future educational and social development. This program will include:

(a) a definition of the elements of the plan (educational, social, cultural, welfare, housing, recreation, etc.);
(b) an estimate of its cost;
(c) possible sources of financing; and
(d) a schedule for carrying out the program.

Local educational agency: Fremont Unified School District
Address: 611 Olive Avenue, Fremont, California 94538
Project Director: Gerald D. Bowers

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
5331 California Teacher Development Project for Systems of Individualized Instruction

Funding:

USOE Grant Award No	Type	Period of Funding From	To	Amount $
OEG 9-8-005331-0087 (056)	Operation	4-19-68	4-18-69	$158,633

TARGET POPULATION:

Students of all socio-economic levels and their teachers in grades one, two, five, six, nine and ten are the target population in the seven local school districts involved in this project. The Catholic Archdiocese of San Francisco, Fremont Unified School District, San Carlos Elementary School District, San Jose City Unified School District, Santa Clara Unified School District, Sequoia Union High School District, and Union Elementary School District are the institutions with selected classes participating in the project. Social Studies, Language Arts, Science and Math are the subjects involved. The thrust of this program is an attempt to retrain teachers to work in group instruction situations - a systems approach to individualized instruction. Support personnel include building administrators, district office personnel and American Institute of Research personnel. Data base are fourfold: (1) Teachers who wrote Teacher-Learner Units and have taught in project classes for two years, (2) Teachers who have taught project classes for two years, (3) Teachers who wrote units and are teaching for this year, (4) Teachers who are teaching for this year.

MAJOR OBJECTIVE

The major objectives of the project are: (1) Identification and evaluation by empirical procedures of the patterns and techniques utilized by teachers in the classrooms in programs of individualized instruction, (2) Development of materials to train teachers to utilize the patterns empirically identified, (3) Development of instruments and procedures for the evaluation of teacher performance in programs of individualized instruction, and (4) Dissemination of the teacher training materials to other school districts.

Local education agency: Fremont Unified School District

OTHER OBJECTIVES

The project will yield complete data on the achievement of all students. From this data it is hoped that we could relate certain kinds of teacher behavior to certain kinds of student achievement.

ACTIVITIES

Teacher behavior was identified from the prior year activities and new training materials were written for obtaining desired behavioral changes from the teachers. Each teacher progresses at her own rate in the use of these materials. Video tapes, films, modeling techniques and programmed materials were used in the training sessions. Pre tests, post tests and observations are techniques used to ascertain if the desired behavioral changes are achieved. The criterian will be the degree to which teachers are able to individualize her strategy with each student.

PARTICIPATION

In addition to the schools, children and teaching personnel named the regional planning agencies involved are: Alameda County PACE Center, San Mateo County PACE Center, Santa Clara County PACE Center. Other participants are the Far West Laboratory of Educational Research and Development, San Jose State College, School of Education and The American Institutes for Research.

DATA OBTAINED

Data obtained includes background information on teachers in addition to pre test and post test information obtained while participating in the training program. Achievement and progress data is kept on all students in addition to classroom observation.

EVALUATION

The major emphasis this year will be to develop and validate an observation scale that will be used as criterion data for evaluation purposes.

Local educational agency: Fresno County Department of Education
Address: 2314 Mariposa St., Fresno, Ca 93721
Project Director: G. Arthur Jensen

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Regional Data Processing Center

Funding: USOE Grant Award No.	Type	Period of Funding From To	Amount $
OEG-4-6-000711-0620	Operational	Feb. 3, 1966 thru Aug. 31, 1967	$141,456

TARGET POPULATION:

The Central Valley EDP Center established under this grant serves a seven county area in Central California. The student population served consists of 14,000 elementary students and 40,000 secondary students.

MAJOR OBJECTIVE:

To provide a means of giving economic, efficient, data processing services to schools and school districts within this region in the area of pupil personnel services.

OTHER OBJECTIVES:

To provide school administrators with supplementary summary reports which would not otherwise have been available.

To provide a means of comparing various student populations in terms of various arrays of data, when such reports are determined to be feasible, and are requested.

ACTIVITIES:

A manual entitled "Description of Services" has been published to describe the activities and services provided by this Center. The services specifically described include a secondary package consisting of student scheduling, attendance accounting, subject mark reporting and testing. The elementary package includes attendance accounting and testing.

In addition to these services both segments are served with a file maintenance pupil personnel data, and are provided a series of listings and reports derived from this data bank.

Workshops are held annually throughout the region.

Local education agency: Fresno County Department of Education

PARTICIPATION:

In general, schools have accepted the services as provided by this Center Only minor modifications have been presented for consideration. To date all schools and districts participating in the program have continued to contract for the services. The number of pupils served in this region doubled between the first and second year, indicating growing interest and increased acceptance of the services provided by the Center.

DATA OBTAINED:

Assessment of the effectiveness of this data processing center has been based on the degree of satisfaction of the services provided, the extent of expansion of participation experienced and the extent of financial independence of the Center.

EVALUATION:

School administrators have acknowledged that many of their district functions in the area of pupil personnel services have been accomplished more efficiently and more economically. They feel the data processing services as provided are beneficial in accomplishing the mission of education.

In general schools have accepted the services as provided by this Center. Only minor modifications have been presented for consideration. To date, all schools and districts participating in the program have continued to contract for the services. The number of pupils served in this region doubled between the first and second year, indicating growing interest and increased acceptance of the services provided by the Center. During the current fiscal year (1968) the Center is serving a population of 60,000 students through the pupil personnel package and an additional 40,000 through test processing services.

The current budget expenditures balance with the expected income to be received for this fiscal year. The income is derived solely from contracted services. The objective to become financially solvent therefore has been accomplished.

Local educational agency: Fresno County Department of Education
Address: 2314 Mariposa St., Fresno, Calif. 93721
Project Director: Dr. John A. Dow

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Educational Development for Innovative and Creative Teaching and Learning (EDICT)

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-672421-0243	Planning	9/1/66	6/30/67	$111,259.
OEG-4-7-672421-0243	Operation	7/1/67	6/30/68	143,346

TARGET POPULATION:

The Supplementary Education Center established under this grant serves the 55 operating school districts and the 112,207 elementary and secondary students enrolled in Fresno County. The center is under the jurisdiction of the Fresno County Department of Education and has a 13-member Board of Directors.

MAJOR OBJECTIVE:

The major objective of the project is to stimulate and assist in the development of innovative and exemplary educational programs which will serve as models for regular school programs throughout Fresno County in attacking the unmet needs of elementary and secondary school students.

OTHER OBJECTIVES:

Among other objectives of the Supplementary Education Center are: 1. To provide a continuous program of educational needs assessment. 2. To gather, report, and interpret current research in innovation. 3. To maintain files on funding and other resources. 4. To encourage wide community involvement in program development. 5. To assure the careful evaluation of all projects.

ACTIVITIES:

In efforts to meet the goals of the Center, the following activities have been pursued: 1. Conducted two thorough educational needs assessments. 2. Assisted in the development of numerous Title III projects in Fresno County of which 6 have been funded. 3. Participated in planning other projects under Title I, Title VI, and the Educational Professions Development Act; 4. Provided consultant service in program planning. 5. Planned and conducted symposiums, workshops, and conferences for educators and the general public relating to education needs and priority topics. 6. Published a regular newsletter and other periodicals pertaining to innovations in Fresno County and throughout California. 7. Initiated the development of a research library. 8. Established criteria and devised instruments used in the evaluation of local programs and projects.

PARTICIPATION:

The Center has obtained broad participation by school districts through the involvement of public and private school educators and lay members of the community on its Board of Directors and Advisory Committees. In addition, frequent public meetings on educational concerns sponsored by the Center, have aided in improving communication among the school and community populations served.

DATA OBTAINED:

Efforts of the Center have been examined regularly by outside evaluators and by participants in programs presented on educational issues. The formal preparation of projects for funding under Title III, Title VI and the EPDA is evidence of action prompted by activities of the Center. Less apparent, but perhaps of more import, have been the administrative, teaching, and curriculum changes that have been incorporated by school districts in meeting the emerging requirements of better education for their students.

EVALUATION:

The increased demand for the consultant services of the staff, the educational community's acceptance of the necessity for change, and the inclusion or adaptation of modern teaching techniques in classroom procedures have been documented by evaluators and verified by school personnel.

Local educational agency: Fresno County Superintendent of Schools
Address: 2314 Mariposa Street, Fresno, California 93721
Project Director: James E. Solt, Director, Secondary Education

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Central California - Laboratory for Learning

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-001371-0915	ESEA III	5/1/66	11/30/66	$29,662
OEG-4-7-673038-1587		1/1/67	2/28/69	42,570

TARGET POPULATION:

2,520 students (grades 6, 8, 10) from rural and city schools, representing various ability and socio-economic levels

This project is designed to use environmental resources for improving and vitalizing instruction, emphasizing science, in elementary and secondary schools. Students learn to inquire and to discover as they study ecological interrelationships of a selected area of their surroundings, whether it be the mountains, the coast, the valley, or an urban community, the areas upon which this project focuses. Regular sixth grade classes with unspecialized teachers will be transported to a site for a week of study of the total environment of the area, natural and man-made.

Another aspect of the total project is a summer outdoor science program for selected junior and senior high school students to demonstrate the possibilities and values for using features of the natural environment of Central California as a laboratory for learning. This phase is to serve as a basis for planning a greatly enriched instructional program stressing similar direct experiences in science, social science, fine arts, and other applicable areas in grades K through 12.

Major Objectives:

1. Development of science concepts through the study of natural environments.
2. Utilization of opportunities provided by outdoor environment for ecological studies.
3. Demonstration of interrelationships of natural resources and man-made features.
4. Teaching children to observe and initiate use of the scientific attitude of mind.
5. Development by students of a greater appreciation of their environment as they study various areas of the environment.
6. Bringing students and teachers from varying socio-economic backgrounds and different levels of ability in association and study with resource persons to live and work together as a team.
7. Emphasize discovery principles of learning.

Local education agency: Fresno County Superintendent of Schools

8. Conduct extensive and intensive in-service education of teachers, using the environment as laboratory.

9. Demonstrate that a single site can provide sufficient area for developing ecological concepts and attaining objectives set forth.

10. Demonstrate that regular classroom groups under normal instructional and supervisory conditions for outdoor experiences can achieve stated objectives.

11. Demonstrate that program is attainable in greater depth by junior and senior high school students in curriculum areas other than science.

12. Demonstrate that environmental studies offer opportunity for dealing with students as individuals, enlisting cultural and educational forces and resources outside the school so that they can be brought into the school for participation, and discovering additional ways to teach in order to change behavior.

13. Demonstrate further how human relations may be promoted in the environmental orientation.

14. Provide opportunity for teachers to learn the use of the "freedom" provided within the Laboratory for Learning, and to have these teachers provide "freedom" to their students to undertake independent and individual learning.

15. Further demonstrate how the discovery principles used in Laboratory for Learning may enhance traditional outdoor education programs.

16. Prepare classroom materials (curriculum and audio-visual aids) necessary for utilization of Laboratory for Learning benefits in other facets of instructional program.

The project demonstrated that sixth-grade children, one from each of 100 schools, with unspecialized teachers can learn to use discovery and inquiry methods for studying their environment. This program will be extended to test the feasibility and the effectiveness of applying these techniques on the much larger scale of entire classes. If this objective can be demonstrated, vast new educational resources for improving instruction will be at hand for all schools to use.

Environmental studies using discovery and inquiry learning approaches simply do not exist in the county. True, there are a few facilities which offer recreational program and outdoor education for children. Laboratory for Learning, however, puts central emphasis not on camping experiences but on developing independence in careful and thoughtful observation, learning by inquiring, and discovering the principles of interrelationships in an outdoor environment. Not mere enjoyment but deeper understanding and appreciation of our surroundings are the goals.

Local education agency: Fresno County Superintendent of Schools

Elementary Program: Selected sixth-grade teachers will accompany classes to the project site and will direct the instructional program. They will be assisted by either student or parent counselors. Instruction will minimize "telling about" and will concentrate on inquiry methods of learning and discovery of basic ecological principles.

Resource personnel to assist teachers on the site will include a site director, graduate college specialists, and the project director. Before the students arrive, teachers, resource personnel, and the site and project directors will have participated in workshops developing techniques of inquiry training and discovery approaches to learning. In this phase they will visit the site of and review each selected activity in advance.

Secondary Program: The small-scale junior and senior high school program will serve as a pilot project in much the same way as the July 1966 elementary school summer project did. Representative students from many schools will study several selected environments to determine the effectiveness of using all the resources of the areas for improving instruction particularly science, through direct experience. The site for the two-week program will be a mountain area and a coastal area.

The students included in Laboratory for Learning are from all ethnic groups, also, Compensatory and Migrant children.

Local educational agency: FRESNO CITY UNIFIED SCHOOL DISTRICT
Address: 2348 Mariposa Street, Fresno, California 93721
Project Director: Margaret L. Thomas

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: SCREENING FOR POTENTIAL READING DIFFICULTIES

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	OEG4-6-001506-0914	Planning	5-1-66 -	10-31-66	$29,625.
		Operation	11-1-66 -	10-31-67	52,299
		Operation	11-1-67 -	10-31-68	33,931

TARGET POPULATION:

Screening kindergarten children prior to entry into formal reading program.

MAJOR OBJECTIVE:

There is a need for longitudinal studies in this area of education to determine curricular implications based on neuro-psychological data and approaches.

ACTIVITIES:

Administered a teacher questionnaire, a parent questionnaire, psychological tests, and a modified neurological in kindergarten and collection of teacher evaluations and achievement data in first and second grade.

PARTICIPATION:

(1) In 1966-67 150 kindergarten children from the Thomas School
(2) In 1967-68 160 kindergarten, 150 first grade, 150 second grade, and 140 third grade children from the Thomas School.
(3) In 1968-69 160 first grade and 150 second grade children from Thomas School. Field trials using 500 kindergarten children in two cities and two urban-rural areas will take place in 1968-69.

DATA OBTAINED:

Health and developmental data from parent questionnaire, behavioral observations from kindergarten teachers, individual psychological testing on all kindergarten children and a modified neurological examination on a random sample is being correlated with first and second grade performance and achievement tests. Processing of data to this date indicates probable minimal predictive value from the parent questionnaire and modified neurological. The psychological testing shows moderate predictive value. The teacher questionnaire shows high predictive value. A combination of all the techniques is now being processed for its predictive value.

EVALUATION:

Since this is a longitudinal project, only preliminary evaluation using the first grade Stanford Reading Test and teacher ratings has been done. Final evaluation will be during 1968-69 using the second grade Stanford Reading Test, teacher ratings, and individual reading tests.

Local educational agency: **Fresno City Unified School District**
Address: **2348 Mariposa, Fresno, California (zip) 93721**
Project Director: **Dr. Edward E. Hawkins**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Interagency Planning for Urban Educational Needs

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	OEG-3-7-703507-5202	Planning	6-30-67	7-31-68	$122,041.

TARGET POPULATION:

62,668 public and private students, K-12, in a metropolitan area with 240,000 citizens. Significant proportion of students (26.9%) are minorities (18.5% Mexician-American, 8.4% Negro). Other population characteristics are a high proportion of low income and low education families, and significant de facto segregation of minorities. The ghettoized West Fresno area is a particular concern within the project and is the special target of extensive Redevelopment Agency physical planning and Model Cities social planning, both cooperating closely with this project.

MAJOR OBJECTIVE:
Establish long-range major guidelines for necessary educational change (including curriculum, plant facilities, communications, staffing patterns, methods of teaching and management) for the Fresno City Schools employing a process of inter-agency cooperation and involvement.

OTHER OBJECTIVES:
1) Develop and model an innovative urban educational planning process for potential use in other metropolitan settings; 2) increase the Fresno community's vision and consequent activity in long-range urban planning which is vital both for education and for such other planning sectors as mass transit, housing, urban renewal, health, recreation, economic growth and employment; and 3) provide solutions or solution mechanisms for current major educational problems.

ACTIVITIES:

Phase I (1967-68) educational Needs Assessment with staff and contracted task force specialists consisted of studies of: curriculum content fields, educational support services, urban physical factors, urban social and human factors, school staffing, student achievement, and problem perceptions of various school-associated groups.

Local education agency: Fresno City Unified School District

ACTIVITIES: (Continued)

Phase II (1968-69) will include (a) development of a long-range community planning process and information register, and (b) development of specific immediate and intermediate range directions focused primarily upon most critical problems and needs identified during the Phase I Needs Assessment. Detailed steps in harmonizing problem-related values, facts, and policies; modeling and simulation, cost-benefit analysis, PERT diagramming of solutions and fault-tree analysis of solution strategies are planned activities for both sequences of Phase II.

DATA OBTAINED:

Twenty eight Needs Assessment publications report product findings. Planning and assessment processes have been reported in three Progress Reports to the U. S. Office of Education and the California State Department of Education.

EVALUATION:

An external evaluation agency has made and reported four periodic evaluations covering project plans to accomplish objectives, and successes-failures of procedures used. Additional internal procedural and substantive evaluation reports were included in the Progress Reports noted above.

Local educational agency: Gilroy Unified School District
Address: 263 No. Church St., Gilroy, California
Project Director: Rudolph Skoczylas, ESL Consultant

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

PROJECT PASO
A PARALLEL BI-LINGUAL CURRICULUM

Funding:			Period of Funding		
	USOE Grant Award No.	Type	From	To	Amount $
	9-8-006554-0101 (056)	Operation	June 1968	June 1969	$9,990.00

TARGET POPULATION: The program is designed to have major impact on the non-English speaking, Spanish native speaking high school student who, after having studied in the two-year program will be able to compete successfully in the regular high school curriculum. The class in English as a Second Language will accommodate all non-speakers of English. Anglo students with a high proficiency in Spanish will participate in at least one bi-lingual class taught in Spanish. The administration and two bi-lingual teachers will continue to participate in this program. ESL and bi-lingual instruction on both Levels I and II, will involve approximately 15 to 20 students per class which will serve as data base for evaluations.

Major Objectives: Major objective is to facilitate, through bilingual instruction, the assimilation of the student into the life of the school, the community and the nation. Other objectives of the program are: to develop proficiency in English language communication skills; to learn key concepts and principles being taught in English and Spanish in the areas of Math, Science, and Social Studies; to promote the social integration of the Anglo students who are proficient in Spanish and the native Spanish speaking student through the medium of the bilingual social studies class. A related objective is to study the application of bilingual education to other ages and other grade levels.

Activities: Level I beginning students who know no English will attend an ESL class, a Social Studies class, and a Math class. They will be given special counseling and tutoring help from the bilingual teacher and aide. Second year Level II students will be given ESL-Level II, Social Studies and Science with close coordination between the bilingual teacher, the student and the other teachers whom the student will have in a regular program. A portion of the program is devoted to study trips, to provide students with first hand knowledge of the community, the county, the state, and the cultural heritage of the society.

Local education agency: Gilroy Unified School District

Participation: A portion of the program is designed to provide students with models from the Mexican/American community and to gain direction and advice from leaders in the Mexican/American community for the success of the program. Provision has been made for participation of children from the public Junior High School and the non-profit Parochial school to enroll in these classes as the need arises.

Date Obtained: The potential capacity of the student is determined by a Spanish IQ Test instrument. Pre-tests are administered using a Fries-Lado Aural and Structural Test and Pimsleur Spanish Proficiency Test; the latter two tests are administered at the beginning of the program at the end of the first year, and again at the end of the second year to determine the degree to which the major objectives have been accomplished.

Evaluation: The project is now in the beginning stages and time during the summer of 1968 has been devoted to planning curriculum. The project will begin in September of 1968 with students in the described classes.

Local educational agency: Goleta Union School District
Address: 5689 Hollister Avenue, Goleta, California 93017
Project Director: G. Wm. Elliott, Ph.D.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

The Identification, Diagnosis and Remediation of Sensorimotor Dysfunction in Primary School Children

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-005127-0045-(056)	Operation	2/1/68	1/31/69	63,550

TARGET POPULATION:

The perceptual motor development project is a cooperative project involving eight school districts located in San Luis Obispo, Santa Barbara, and Ventura counties. The three year project focuses upon kindergarten, first and second grade students evidencing sensorimotor dysfunction which might interfere with effective academic learning. During the first year of the project approximately 750 kindergarten students in "experimental kindergartens" and 750 in "control kindergartens" will be screened for evidence of perceptual motor dysfunction. Dysfunctioning students in experimental kindergartens will be evaluated in depth and then will receive appropriate remedial attention in the regular classroom. Twenty six kindergarten teachers and twenty nine auxiliary personnel (school psychologists, counselors, speech therapists, school nurses, administrators) received initial training in identification and remediation procedures in a two week August workshop and will be involved in the school year program. In the second and third years of the project first and second grade teachers will also be included. One representative of a private school participated in this first workshop and others will be included in the second and third years of the project.

MAJOR OBJECTIVE:

To develop a replicable school program for the identification and diagnosis of perceptual motor handicaps of children entering kindergarten and the provision of appropriate learning experiences in kindergarten, first and second grades to improve the academic achievement and adaptive behavior of pupils showing significant perceptual motor dysfunction.

OTHER OBJECTIVES:

1. To improve procedures throughout the Tri-County area for the screening, diagnosing and programing for children with perceptual motor handicaps. It is the project's intent to discover the simplest possible screening procedures for identifying children with significant dysfunction, effective diagnostic procedures which will help understand the individual child in depth, and effective remedial activities which can be integrated into the regular program of the primary school classroom.

Local education agency: Goleta Union School District

2. To improve inservice education programs for teachers and other school personnel in screening, diagnosing and providing remedial work for the children described above. It is expected that school personnel trained in the project can in turn train additional personnel in the districts involved. A program with a sound theoretical base can be developed and put into practice only by properly trained personnel, yet the schools cannot afford long term dependence on "outside experts" for support of the school program.
3. To improve evaluation procedures and measurement of progress of children with perceptual motor handicaps.
4. To document the effectiveness of the field tested program as carried out in regular elementary school classrooms.
5. To document project operations from inservice training to evaluation of remedial effect for effective dissemination.

ACTIVITIES:

Feb-July, 1968-Activate planning-coordination group. Select screening and diagnostic instruments for kindergarten. Prepare summer inservice program. Identify experimental and control schools.
August, 1968-Conduct two week inservice workshop. Complete plans for evaluation of kindergarten students and data processing. Develop remediation program. Complete evaluation and research design.
Sept.-Nov., 1968-Screen 50 kindergartens, identify "dysfunctioning" students evaluate those identified in experimental kindergartens. Initiate study to develop more effective screening procedures.
Nov., 1968-July, 1969-Apply prescriptive program, evaluate. Use findings for program revision. Preparation of summer workshop. Develop program for first grade based upon kindergarten experience.
August, 1969-Project conclusion. Re-cycle of above.

PARTICIPATION:

Consultants from UCLA, UCSB, USC, participating districts and local medical community. Teachers, auxiliary personnel and primary students from seven school districts in Tri-County area. Extended involvement of private school teachers and students in second-third project years. (Only Devereux School presently participating.)

DATA OBTAINED:

Fifteen measures of perceptual motor functioning plus a group intelligence test, age,sex, socio-economic classification and ethnic distribution will be obtained on all students through the screening procedures. Additional measures of perceptual motor functioning will be obtained for experimental dysfunctioning students. Behavior rating scales will be used to assess adaptive behavior in the classroom. Re-evaluation at end of school year with a reading readiness test as criterion of learning efficiency.

EVALUATION:

Evaluation of initial remedial effect to come in June, 1969. Workshop evaluation not yet complete but responses to the workshop are highly positive to date.

Local educational agency: GRANT JOINT UNION HIGH SCHOOL DISTRICT
Address: 1333 GRAND AVENUE, SACRAMENTO 95838
Project Director: WILLIAM A. GARRISON

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Project Pass (Pre-vocational/Academic Survival Skills)

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-006533-0157 (056)	operation	6-20-68	6-19-69	$113,537.00

TARGET POPULATION:

The project participants are junior and senior boys and girls having one or more of the following characteristics:

1. low success history in communication skills and mathematics.
2. non-participation history in pre-vocational programs.
3. family history of welfare participation (AFDC).
4. average ability but without a marketable skill.

The vocational units are under the guidance of four instructors and the communication skills courses are presented by three instructors of the English department.

MAJOR OBJECTIVE:

The project has twin major objectives: one measureable at the end of the first year, the other measureable one year after graduation from high school.

Measureable June 1969:
To design a program for a defined population which answers the specific needs in communication skills-mathematics growth through experience in pre-vocational units.
Measureable June 1970:
To insure student employability through design of a vocational marketable skills program.

OTHER OBJECTIVES:

To develop attitudes among the project participants favorable to the attainment and retention of employment.
To involve community employers in the construction of a marketable skills program.
To give local employers an opportunity to judge prospective employees during the senior year training phase.

ACTIVITIES:

July-August 1968 represented the District's curriculum development phase. The vocational and communication skills instructors were retained during this period for the specific purpose of preparing the Project Pass courses of study.

Local education agency: GRANT JOINT UNION HIGH SCHOOL DISTRICT

The opening of school, September 1968, included the four vocational courses described here and their companion communication skills units:

1. Ornamental Horticulture. To prepare future nurserymen, groundsmen and landscape gardeners. Located at Rio Linda Sr. High. Includes new greenhouse and growing area. Consists of three two-period blocks, maximum of 26 students per block.
2. Appliance Motor-Engine Maintenance. To prepare future appliance maintenance repairmen. Located at Rio Linda Sr. High. Consists of two two-period blocks, maximum of 26 students per block.
3. A/C Metals Trades and Plastics Repair. To prepare students for metal-oriented trades and entry level to aircraft metal apprenticeship programs. Located at McClellan Field and Grant Union High. Two two-period blocks, maximum of 26 students per block.
4. A/C Electronics Sub-Assembly Repair. To prepare students for electronic-oriented trades and entry level to aircraft electronic apprenticeship programs. Located at McClellan Field. Two two-period blocks, maximum of 26 students per block.

PARTICIPATION:

The local non-public school serves youngsters 1-8 and, thus, does not participate in this junior-senior project. We have received assistance and direction from Mr. Jack Wicks, Assistant Executive Secretary, California Nurserymen's Association; Mr. Louie Quint, Coordinator of Vocational Education, American River College; Mr. Philip Grant, former Chief Career Development & Training Branch, Personnel Office, McClellan Field; Mr. Henry McLaughlin, Assistant Service Manager, Sears; Mr. Jerry Furniss, Financial Secretary, Carpenter's Local #586; Dr. Mario Menesini, former Consultant for Program Planning and Development, ERA.

DATA OBTAINED: (to be obtained)

Pre and post testing will be used to measure growth in communication skills and mathematics and a comparison of report card grades during the Project Pass year and last year (Pre-Pass) will be made.

One year after the student has graduated from the Project, contact will be made in order to establish the effect this program has had on the former student's ability to gain and hold a job.

EVALUATION:

This project was set in motion June 21, 1968. The first year results are to be reported June 1969.

Local educational agency: HAYWARD UNIFIED SCHOOL DISTRICT
Address: 1099 E. Street, Hayward, California 94544
Project Director: WAYNE L. SORENSON, Ed. D.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
PROJECT ADAIR: AUTOMATED DATA ANALYSIS FOR INSTRUCTION AND RESEARCH

Funding:

USOE Grant Award No.	Type	Period of Funding From	 To	Amount $
4-7-672631-0079	Planning	8/1/66	11/30/67	$21,685
9-8-006677-0139 (056)	Operation	6/15/68	6/30/69	63,380

Report for the period 8/1/66 - 11/30/67

TARGET POPULATION:
The target population of this project was 750 students, grades 9-12, who received instruction in computer science and data processing. Eighty-seven teachers also received inservice training for the program.

MAJOR OBJECTIVES:

1. To meet the educational needs of high school students who may be planning vocational goals in the expanding field of computer technology.
2. To provide inservice education to 87 teachers, grades 9-12 from the curricular areas of business education, science, mathematics and social science so they can more adequately meet the instructional needs of their students in the field of science and data processing.
3. To develop an innovative and inexpensive technique for processing student-written programs.

ACTIVITIES:
The major instructional activity was the planning and presentation of units of instruction concerning computers, data processing and computer programming which were taught in 2-4 week instructional units in the regular courses of science, mathematics, business education and social science.

Another activity was the close liaison with colleges, universities, and the business community pertaining to the educational needs and basic skills needed by high school students as they seek job training and placement.

Review of teaching materials and visits to computer centers was another activity of this project.

PARTICIPATION:
The following groups have worked actively with this project and have given their support: (1) Castro Valley and San Lorenzo Unified School Districts; (2) Alameda County Pace Center; (3) California State College at Hayward; (4) Chabot Junior College; (5) California Department of Education, ESEA, Title III; (6) California State Employment Agency; and (7) various interested business and commercial groups who are interested in supplying curriculum materials and other resources to aid this project.

Local education agency: Hayward Unified School District

Students and instructors from non-profit private schools are given the opportunity to participate in all project activities. Communication with officials of private schools were kept open.

DATA OBTAINED:
The data obtained include the following: (1) evaluation from both students and teachers pertaining to their activities in the project; (2) data concerning the teacher evaluation of selected equipment and materials which could be used in the planned operational phase of the project; (3) data concerning the possible use of the optical scan machine as an aid to computer programming was compiled.

EVALUATION:
The students receiving instruction in computer science were very positive in their evaluation of this activity. The opportunity for actual experience in working with the computer equipment was viewed as one of the most valued activities.

The development and refinement of the system for using the optical scan machine in processing student computer programs promises to be the most innovative feature of this project.

The teachers enrolled in the in-service education offering have evaluated this activity very positively.

Other data collected suggests that educational and vocational needs are being met by giving students background material concerning computer science early in their junior and senior high school years.

The business community looks with favor upon this project as being innovative and meeting a vocational need of secondary school students.

SUMMARY:
Some other positive aspects of project evaluation are as follows:

(a) The keen interest shown by participating teachers and students in the concepts of computer science as being an integral part of the regular curriculum.
(b) The speed in which all levels of students, grades 9-12, acquired competency in computer programming techniques if they had "hands on" experience with a large computer or table-top computers.
(c) The great number of requests for information pertaining to this project from throughout the nation.

Due to the planning and positive evaluation of project activities, an application for funds for the operational phase was made on January 1, 1968. Official approval for project funding was received on June 15, 1968.

Local education agency: Hayward Unified School District

Report for the period 6/15/68 - 6/30/68

TARGET POPULATION:
The target population of this project is 4500 students, grades 7-12, who have had or will be receiving instruction in computer science and automated data processing*. The basic essentials of computer programming are also presented to these students.

MAJOR OBJECTIVE:
The major objective of the project is to provide instruction to these students in computer science and automated data processing and to assist them in meeting their vocational goals by giving them information, skills, and understandings of the expanding field of computer technology. The goal of this instruction is to develop realistic concepts and attitudes pertaining to the phase of computer and data processing in the "work world" of the 20th Century.

OTHER OBJECTIVES:
Another objective is to provide in-service education to 113 teachers, grades 5-12, from the curricular areas of business education, science, mathematics and social science so they can more adequately meet the instructional needs of their students in the field of computer science and data processing.

Another objective, a by-product of the two listed above is the development and refinement of an innovative and inexpensive technique for processing student written programs: (SIP-Student Introductory Programming).

ACTIVITIES:
The major insturctional activity is the presentation of units of instruction concerning computers, data processing and computer programming which can be taught as 2-4 week instructional unit in the regular courses of science, mathematics, business education and social science.

These units are being refined as they are used in the classroom and as the teachers pursue the in-service education activities of this project.

The utilization of the optical scan machine in processing student written programs is another activity of this project which is also directly related to the use of a limited number of high-speed table top calculators.

The high school students are given computer programming experience by utilizing the equipment of the 3 D Computer Center. The three Unified school districts of Hayward, Castro Valley and San Lorenzo operate this facility and are also the major educational agencies involved with Project Adair.

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*Seven-hundred and fifty high school students received instruction during the planning phase of this project.

Another activity is the close liaison with colleges, universities and the business community pertaining to the educational needs and basic skills needed by the secondary students as they seek job training or placement in the field of data processing.

PARTICIPATION:

The following groups have worked actively with this project and have given their support: (1) Castro Valley and San Lorenzo Unified School Districts; (2) Alameda County Pace Center; (3) California State College at Hayward; (4) Chabot Junior College; (5) California Department of Education ESEA, Title III; (6) California State Employment Agency; and (7) various interested business and commercial groups who are interested in supplying curriculum materials and other resources to aid this project.

Students and instructors from non-profit private schools are given the opportunity to participate in all project activities. Communication with officials of private schools are kept open.

DATA OBTAINED:

The data obtained include the following: (1) evaluations from both students and teachers pertaining to their activities in this project: (2) data concerning the evaluation of selected equipment, curriculum materials and films were obtained; and (3) data pertaining to the use of the optical scan machine as an aid in student computer programming have been compiled.

EVALUATION:

The students receiving instruction in computer science have been very positive in their evaluation of this activity. The opportunity for actual experience in working with the computer equipment is viewed as one of the most valued activities.

The development and refinement of the system for using the optical scan machine in processing student computer programs promises to be the most innovative feature of this project.

The teachers enrolled in the in-service education offerings have evaluated this activity very positively.

Other data collected suggests that educational and vocational needs are being met by giving students background material concerning computer science early in their junior and senior high school years.

The business community looks with favor upon this project as being innovative and meeting a vocational need of secondary school students.

Local educational agency: HAYWARD UNIFIED SCHOOL DISTRICT
Address: 1099 "E" Street, Hayward, California 94541
Project Director: ALLAN J. PETERSDORF

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A FEASIBILITY STUDY: AN ORGANIZATIONAL AND CURRICULUM PLAN FOR A FOUR-QUARTER ELEMENTARY SCHOOL YEAR

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
9-8-074116-0018-(056)	Planning	9/1/67	1/30/69	31,403

TARGET POPULATION:

The target population of this project is the 440 elementary school pupils grades K-6, who are attending Park Elementary School. The parents of these pupils and the fourteen teachers at this school are also considered a definite part of the target population.

MAJOR OBJECTIVE:

The major objective of this project is to develop an innovative organizational and curriculum plan for a four-quarter elementary school year by conducting a feasibility study, by surveying and making an assessment of the opinions, the attitudes, and the support of the parents of Park Elementary School for this plan.

OTHER OBJECTIVES:

Other objectives are: (1) to develop a continuous and enriched curriculum experience for the 440 pupils who will be attending this school during the planning and pilot phase of the project; (2) to provide in-service education experience for teachers and administrators who will be actively involved in the planning phase (school year 1967-68) and the implementation of the four-quarter plan, as a pilot study, during the school years 1968-69 and 1969-70.

ACTIVITIES:

The five major activities conducted through the provisions of this project are: (1) determination of the support from the parents of Park School to have their children enrolled in the four-quarter school year; (2) seeking the enactment of legislation in California to give legal support for the four-quarter school year; (3) the conducting of an active in-service education program for the fourteen instructors at this school; (4) the development of a modified curricular plan and instructional arrangements to support the concept of a continuous progress plan of school organization; and (5) an assessment of the educational needs of the 440 pupils at Park School (parent-teacher conferences, analysis of test data and review of past achievement records).

PARTICIPATION:

The following groups have worked actively with this project: (1) the parents of Park Elementary School; (2) the Elementary Principal's Council, Hayward Unified School District; (3) California State College at Hayward; (4) the surrounding school districts; (5) Alameda County Schools Department; (6) Pace Center, Alameda County; (7) the California State Department of Education; and (8) the Hayward Unified Teacher's Association.

Pupils from non-profit private schools have been given the opportunity to participate in all project activities. Communication with officials of private schools are kept open.

DATA OBTAINED:

The data obtained include the following: (1) parent response from the Park School attendance area concerning their child's participation in the project; (2) evaluation from teachers concerning their in-service education activities; (3) the enactment (August 6, 1968) of Assembly Bill 1971 by the California State Legislature giving legal support to a two-year study of the four-quarter elementary school plan. A survey of the entire Hayward Unified School District patrons, including parents, business community, college and university groups and industrial groups will be made to determine the degree of support for the concept and organizational structure for the four-quarter school year.

EVALUATION:

Eighty percent of the parents at Park Elementary School have given un-qualified support for the four-quarter plan. Fifteen percent of the parents had some reservations, and five percent didn't want their children enrolled in the school under the provisions of the four-quarter school plan.

The teachers enrolled in the in-service education meetings and the planning sessions have evaluated this activity very positively. An indication of positive evaluation of this project was given by the California State Legislature when Assembly Bill No. 1971 was enacted to authorize the establishment of an experimental four-quarter year-around school, specifically in the Hayward Unified School District.

Local educational agency: Healdsburg Union Elementary District
Address: 343 Healdsburg Avenue, Healdsburg, California 95448.
Project Director: John S. Kateley

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

DIET - Demonstration for the Implementation of Expert Teaching

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 9-8-006356-0102 (056)	Operation	5/1/68	8/1/69	$4,365.00

TARGET POPULATION:

The specific target population will be the staff (28 teachers, 1 principal, 6 teacher aides) of Fitch Mountain school. This staff includes grades 1-6 enrolling 420 students of varied ethnic background. There are 25% Mexican-American students. The learner characteristics subject to the impact of the project will be all of those that affect student understanding and educational growth. The area involved will be the four counties, Napa, Marin, Mendocino and Sonoma.

MAJOR OBJECTIVE

The primary objective of DIET is to implement a teacher evaluation program in one school district that other districts within the four county region may adapt to their own use.

OTHER OBJECTIVES

1. Improved communication among teachers and administrators.
2. Increased understanding of the teachers own function in creating a learning environment.
3. Teacher self-analysis of their effectiveness.
4. Increased cooperation in pooling teacher resources for instructing students.
5. To demonstrate how this program can be implemented at low cost in other districts.

ACTIVITIES

1. The faculty involved will participate in the ETAP training program focused on the principles of teacher evaluation and training in the use of instructional evaluation films.
2. These faculty members will visit other schools with training teams for the purpose of observing teachers in action and to increase their skills of observation and evaluation.

ACTIVITIES

3. After this training ETAP will be installed and operated in Fitch Mountain School.
4. At that point theprogram will be available for demonstration in school districts of the four county region.

PARTICIPATION

The faculty members of all schools within the four county region will be invited to observe the program and receive the demonstration.

DATA OBTAINED

The data to be obtained will be survey data obtained by the participants that will indicate the effectiveness of this program. Objective data will include attendance information, student behavior statistics, and achievement scores that indicate teacher effectiveness.

EVALUATION

The project will be evaluated on the basis of the extent to which teacher effectiveness is increased based on the above obtained data.

Local educational agency: Hughson Union High School
Address: P. O. Box 98. Hughson, California 95326
Project Director: Robert R. Reeder

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Establishment of a Demonstration Center High School Exemplifying Successful Adaption of Innovative Procedures

Funding:			Period of Funding		
	USOE Grant Award No.	Type	From	To	Amount $
	3-7-704401-4448	Operat.	7-1-67	6-30-68	157,233.00

TARGET POPULATION:

The project includes the district's entire student population, 525 students in grades 9 through 12. All district staff personnel are participating in the project.

MAJOR OBJECTIVE:

To develop a completely restructured four-year high school program adapting to our peculiar use a complex of successful educational innovations which, applied together in a total instructional program, will better meet the educational needs of the students of Hughson High School and be applicable to other schools, both large and small throughout our five-county area and elsewhere.

OTHER OBJECTIVES:

That the traditional lock-step curriculum be increasingly replaced with a performance curriculum so that the educational gaps inherent in current programming practices can be removed from class offerings.

That a continuous progress curriculum will be in operation and will more accurately meet the needs of the student and will be based on performance.

That students operating at the "D" or "Failure" level in required courses will be reduced in number.

That student drop-outs be reduced by an identifiable amount during each of the three operational years.

That by the end of the three-year operation, a measurable increase of graduating students will attempt post-high school educational programs and that a higher rate of those students will finish the programs they have started.

Local education agency: Hughson Union High School

ACTIVITIES:

The Hughson High School Project is an attempt to restructure the high school curriculum into a completely individualized, continuous progress program. To accomplish this purpose, the four-year school will generate a wide range of innovative elements, such as cross-disciplinary and intra-disciplinary teaching teams, the development and use of at least two student resource centers, a teachers' resource center, and the production and implementation of Learning Activity Packages. The school district had previously provided new, multi-use facilities, and a flexible scheduling system is now under study to further facilitate the basic curriculum changes.

Major activities during the first year were focused on an in-service training program. The program started with a six-week summer workshop for all staff personnel on the local high school campus. The workshop was directed through Stanislaus State College, Turlock, and operated as a part of the college's regular summer session. The workshop had two major objectives. First, the orientation to and learning to write LAPs. The second objective was the production of these packages for as many freshmen level courses in the high school as possible, and at other levels as teacher interest indicated.

A second major in-service activity followed the workshop. All participants visited Nova High School in Ft. Lauderdale, Florida for one week to objserve and practice teaching techniques inherent to an individualized instructional program.

Subordinate activities in the project involved the acquisition and and implementation of equipment and materials to support the new program.

PARTICIPATION:

All district staff personnel and all students are involved in the project.

DATA OBTAINED:

Objectives are being met on schedule. Over one-fourth of the curriculum has been developed into LAPs and individualized instruction is taking place in these areas.

EVALUATION:

No formal evaluation has been completed to date. However, the success and acceptance of the new program by students, staff, and community is unquestionable. Out-of-district interest in the project has been exceptionally high. Over 1500 individuals visited the school and over 2500 LAPs were disseminated during the project year.

Local educational agency: Humboldt County Schools
Address: Room 112, Courthouse, Eureka, California 95501
Project Director: James D. Milne, Ph.D.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: North Coast Regional Supplementary Education Center

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG - 4-6-000604-0354 Project Number 604	Operation	1/28/66	8/31/68	149,589

TARGET POPULATION: The North Coast PACE Center includes the school and community population of the 4 counties of Del Norte, Humboldt, Lake, and Mendocino. The educational facilities consist of approximately 70 school districts. The area has one college, Humboldt State and one junior college, College of the Redwoods. Both located in the Eureka Area. There are 14 elementary parochial schools and one high school, St. Bernards High School in Eureka.

MAJOR OBJECTIVES:

1. Continuously inform constituents of the purpose of ESEA, Title III, the mission of the Center, and the range of services available from Center Staff and ad hoc consultants.
2. Provide for the assessment of educational needs in the area served.
3. Thoroughly investigate what has been done elsewhere in coping with those kinds of needs (type or area of need, intensity, characteristics of learners, and etiology) assigned high priority by the community.
4. Determine the capabilities and resources needed to effect the adaptation and adoption of possible "solutions" to high priority needs, involving resource persons and community representatives where appropriate and possible.
5. Assist community representatives in assessing and inventorying the nature and extent of capabilities and resources in and available to the community in its efforts to modify and/or adopt possible solutions to meet high priority needs.
6. Organize discussions among educators, community leaders and other resource people to review developed information and plan ways of utilizing available resources in meeting the high priority needs of learners in the most effective manner.
7. Provide for supplying continuing support and necessary technical knowledge to agencies striving to develop innovative and/or exemplary educational programs and projects to test and demonstrate the effectiveness of likely solutions to priority problems.
8. Assist districts which are not importantly involved in ongoing demonstration projects, but which have priority learner needs similar to those treated by a given project, in investigating the feasibility of

adopting demonstrated solutions to those needs.

OTHER OBJECTIVES:
1. Identify and fulfill needed change agent roles in the area served by the Center and in ways appreciated by the community and consistent with the spirit of ESEA, Title III.
2. Exchange information among Centers and with other appropriate agencies regarding newly developed techniques, results of literature searches, useful resource persons and agencies, results of project planning efforts, project proposals (including those rejected, together with reasons why), the progress and results of operational projects, the existence and availability of unique or highly developed skills among Center Staff, new approaches to project evaluation, information dissemination, and the stimulation of diffusion of demonstrated solutions to other districts, etc., to the end that the fruits of the efforts of all Centers can be made more widely available.
3. Cooperate with other agencies and institutions in planning ways in which the roles of each can be differentiated and functional linkages established among them so as to facilitate efficient operation of a true "system" of education.

ACTIVITIES: The North Coast PACE Center conducted a series of needs assessment programs which were selected by the development of a series of innovative proposals by the districts of the four county area we serve in an attempt to provide a solution to some of these needs. The following proposals were prepared and submitted over the past 2½ years: EDUCATIONAL THEATER IN RURAL SCHOOLS, VOCATIONAL ORIENTED CURRICULUM REDEVELOPMENT, MOBILE LEARNING AND COUNSELING CENTER, SELF STARTING AND SELF DIRECTION, REBUILDING ACADEMIC AND LEADERSHIP SKILLS TO REDUCE "OUT" GROUP ALIENATION.

In addition the following publications were produced by the Center Staff and distributed widely: ANALYSIS OF CONTINUATION SCHOOLS IN THE CALIFORNIA NORTH COAST COUNTIES, OBJECTIVES FOR SOLVING PERSONAL AND SOCIAL PROBLEMS.

PARTICIPATION: (See TARGET POPULATION) Observer participation also included members from every segment of the community; social, political, economic and religious.

DATA TO BE OBTAINED: Comprehensive evaluation of individual projects have been compiled and are available through the North Coast PACE Center.

EVALUATION: The effectiveness of the operation of the North Coast PACE has been positively demonstrated by the overall enthusiastic demand for additional assistance and planning services from all segments of the community including a 100% endorsement from the Superintendents representing the four counties we serve. The overall requests for additional services and assistance for additional planning and development has increased in this area by several hundred per cent and our Center is now beginning to realize its potential.

Local educational agency: Humboldt County Schools
Address: Courthouse, Room 112 - Eureka, California 95501
Project Director: James D. Milne, Ph.D.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Development of Educational Theater in Rural Schools

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG - 4-7-673136-2863 -(056)	Operation	2/1/67 -	6/30/68	40,644

TARGET POPULATION: Active participants in the project were the high school students and teachers, some elementary students and teachers, and the surrounding communities of 3 high schools in the North Coast Region: South Fork High (Humboldt Co.), Laytonville High (Mendocino Co.) and Hoopa High (Humboldt Co.). In addition to these persons, ten teachers from Del Norte were given an in-service workshop.

MAJOR OBJECTIVES:

A. Objectives for student participants:
    1. Read with comprehension.
    2. Express ideas orally.
    3. Use mathematical skills of estimate, measurement, cost analysis, geometry, etc.
    4. Utilize skills of dressmaking and design.
    5. Use skills of cosmetology and grooming.
    6. Use skills of carpentry and electricity.
    7. Apply principals of interior decoration.
    8. Demonstrate social and bodily movement skills.
    9. Identify sounds and music.

B. Objectives for the teaching staff:
    1. Assess situations and materials available to be used toward a new creative goal (the production of a play).
    2. Discover and utilize latent talents.
    3. Use the theater as a vehicle to develop innovative and creative ideas in the framework of the strict discipline of a single art.
    4. Participate and continue theater production in the community as leisure time activities.

C. Objectives for student observers:
    1. Imitate speech patterns heard in theater.
    2. Imitate characters seen.
    3. Role play other characters.
    4. Participate in creative drama.
    5. Make necessary props for own production.
    6. Give critical evaluation.

D. Objectives for community observers:
  1. Participate in future school activities.
  2. Attend live theater.
  3. Participate and continue theater productions in the community as leisure time activities.

OTHER OBJECTIVES: The secondary objective was to produce successful theatrical productions.

ACTIVITIES: The director and assistant went to the school-community for a semester and produced a minimum of two finished theatrical productions. The project was learner-oriented to develop skills of the theater. These productions traveled to the neighboring communities and were given for elementary school and community.

In-service workshops were held with the teachers and community leaders of the target areas. An additional workshop with a group of ten teachers from Del Norte district was held to develop skills offered through the theater project and develop leadership for similar projects.

PARTICIPATION: (See TARGET POPULATION)
Observer participation also included members of other schools and communities where the project team traveled.

DATA OBTAINED: A questionnaire for observers was compiled by Dr. Karoly of Humboldt State College. This tested the effectiveness of presentations and determined to what degree many of the behavioral objectives were met.

EVALUATION: The skills developed and executed to produce a successful play evaluated the objectives set forth. The manual skills were well demonstrated as special effects were developed and the stage sets and equipment were successfully portable. Many of the activities were given to "under-achievers" or students with attendance problems. In many cases skills improved noticeably and potential "drop-outs" remained in attendance.

The successful productions and community initiative to continue theatrical activities gave testimony to the objectives being fullfilled.

Local educational agency: Kern County Superintendent of Schools
Address: Civic Center, 1415 Truxtun Ave., Bakersfield, California 93301
Project Director: Glenn A. Paul

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Regional Data Processing Center

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	OEG-4-6-000711-0621	Oper. and Planning	2/3/66	9/21/67	149,097

TARGET POPULATION:

The following breakdown by grade levels indicates the segments of the school population who are the prime target to receive the major impact of this project.

Elementary Grades	
Kindergarten	6,491
Grades 1-3	22,097
Grades 4-8	35,864
Summer School	680
	65,132

Secondary Grades	
Regular Day	23,863
Evening Classes	1,027
Continuation	234
Summer School	1,137
	26,261

Junior College	
Regular Day	7,222
Evening Classes	249
Summer School	264
	7,735

Parochial Schools	500
GRAND TOTAL	99,628

MAJOR OBJECTIVE:

The major objective of this project is to assist the State of California in the development of the California Total Educational Information System specifically in the fields of pupil personnel relating to the areas of attendance accounting, mark reporting services, scheduling and test analyses.

OTHER OBJECTIVES:

School administrators through their use of the project are becoming acquainted with the overall project and are beginning to realize that the California Total Educational Information System can assist the educational community in better fiscal management and it will produce reliable and compatible data for planning, communication and decision making in their districts.

Local education agency: Kern County Superintendent of Schools

ACTIVITIES:

Project information was and is being disseminated throughout our regional area via communication through the Office of the County Superintendent of Schools. Visitors include not only school administrators from Kern and adjacent counties, but also members of boards of trustees of all our participating school districts. Also, many schools have brought in pupils, teachers and clerical staff to learn about our project. Our actions are being coordinated with our professional organizations of education and other groups that would normally participate in the coordinating activity.

PARTICIPATION:

The regional center has become a service organization for small districts providing the data processing services which logically cannot be financed, maintained or operated in the local district. The participation includes the public schools and parochial schools not only in Kern County but also in Kings County and Inyo County.

DATA OBTAINED:

A majority of the schools in our area now see the concept of a regional educational data processing center as a means of obtaining part of their objective. Data being transmitted to the data processing center in the form of pupil statistics, tests, etc., indicates that the districts are becoming increasingly involved and their future commitments and requests for additional services are increasing.

EVALUATION:

This increased participation by the local districts shows the extent to which the data shows that the target population is accomplishing the major objective. Methods and procedures are now in process to carry the project forward without federal support. This is being done through a merger operation with our county facilities and a general overall reduction in overhead expenses to a point wherein we can support ourselves with the contracts negotiated with our participating school districts.

Local educational agency: Kern County Superintendent of Schools Office
Address: Civic Center, 1415 Truxtun Ave., Bakersfield, Calif. 93301
Project Director: Miss Mildred Stainbrook

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: An Experimental Approach to Developing Model Programs for Early Childhood Education

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 9-8-005141-0065 (056)	Planning-Exemplary	6/1/68	5/31/69	$ 94,369.00

TARGET POPULATION:

The program is written for experiences for children in Kern County ages 3 through 8. It focuses on three sub-populations:

Model No. 1 - Target sub-population: Children from lower socio-economic backgrounds ("disadvantaged") (20 children)
Program Focus: Environmental orientation and extension.

Model No. 2 - Target sub-population: Children from middle-class backgrounds ("advantaged") (20 children)
Program Focus: Development of skills attributed to creative behavior.

Model No. 3 - Target sub-population: Children from heterogeneous backgrounds. (cross cultural and cross socio-economic group)
Program Focus: Promotion of interactional communication skills through simulated family model. (20 children)

MAJOR OBJECTIVES:

The major objective is to provide opportunity to experiment with a variety of model programs which will eventually provide a master plan for Early Childhood Education.

OTHER OBJECTIVES:

The objectives of this project would have an impact on all elementary education.

ACTIVITIES:

The procedures to be followed during the planning phase are of an organizational and preparational nature. The procedures which will be a part of the Pilot Phase include:

1. A diagnosis of each child in the areas of health, education, and sociological considerations.
2. Development of individual learning profiles.
3. Experiences which develop concept formation, organization,

self-concepts and motivation.

4. Development of basic skills.
5. Ungraded organizational structure.
6. Parent participation.
7. In-service for staff and other educators within the county.

PARTICIPATION:

The educational agencies which took part in the planning of this project were:

1. Kern County Superintendent of Schools Office.
2. Kern County Regional Planning and Evaluation Agency.
3. Consultants from New York University and San Fernando Valley State College.
4. One hundred and twenty-seven teachers (127) from Kern County schools.
5. Twenty-two (22) school district administrators from Kern County schools.
6. Representative from Fresno State College, Bakersfield Center.

The cultural agencies which took part in the planning of this project and were involved in a two-day conference workshop included:

1. Service organizations
2. Medical associations
3. County Museum
4. Professional associations

The following agencies were involved in intensive planning over a three month period:

1. Kern County Health Dept.
2. Kern County Welfare Dept.

DATA OBTAINED:

The data to be obtained will be in the field of behavioral changes as:

1. indicated in Guilford's Test of Creativity
2. responses to personal use of number and variety of objects, persons, and events in the child's environment
3. the quantity and variety of verbal interaction with both peers and adults.

EVALUATION:

This does not apply; the project is just in the planning stage.

Local educational agency: **Kern Co. Superintendent of Schools Office**
Address: Kern County Civic Center - 1415 Truxtun Avenue, Bakersfield 93301
Project Director: Dr. Erwin H. Sasman

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Continuation Grant - Supplementary Education Center

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-672487-0080	Exemplary	8/15/66	8/14/67	64,762
	Planning	8/15/67	8/14/68	98,166

TARGET POPULATION: Elementary & Secondary pupils of Kern County.

MAJOR OBJECTIVES:

1. To develop, in cooperation with local school districts and the County Superintendent of Schools Office, four Title III projects based on completed needs assessment and established priorities.
2. To develop, in cooperation with local districts and the County Superintendent of Schools Office, two projects funded from sources other than Title III based on individual teacher, school district, or community interest.
3. To conduct exploratory studies in three areas: junior high school, senior high school, and prevention of juvenile delinquency, with the goal of developing innovative and exemplary programs in these areas.
4. To compile research studies and findings needed for: a) four Title III projects; b) two projects funded from sources other than Title III; and c) three exploratory studies conducted preliminary to project planning.
5. To conduct reading research project with the goal of identifying the needs of elementary and secondary school pupils who are having difficulty in reading.
6. To develop and conduct dissemination program.
7. To coordinate the Kern County Supplementary Educational Center activities.

OTHER OBJECTIVES: See above.

ACTIVITIES: Planning and evaluating in connection with program development.

PARTICIPATION: Professional and community leaders in Kern County.

DATA OBTAINED: Research studies in connection with each major program development project.

EVALUATION: Evaluation design planned for each major project.

Local educational agency: KINGS COUNTY SUPT. OF SCHOOLS OFFICE
Address: 1144 West Lacey Boulevard, Hanford, California 93230
Project Director: Robert A. Bair

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
An Instructional Systems Approach to the Implementation of Student Mastery In Physical and Earth Science Through Individualized Instructional Methods

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-672874-3116	C & D	6-1-67	11-30-68	$18,796.00

TARGET POPULATION:

This project served as a demonstration project conducted in one classroom in each of six high schools in Kings and Tulare counties.

The project was designed essentially to help the selected demonstration science teachers apply some of the techniques of system analysis to improving their instruction in the area of general science. Extensive in-service training was conducted with these teachers to identify the behavioral changes the teachers expected to produce in their students. The teachers determined these desired behavioral outcomes in evaluative terms so the effectiveness of their instruction could be assessed.

MAJOR OBJECTIVE:

Participating science teachers determined instructional goals for terminal high school students in a physical science class, translated these to behavioral objectives and derived the appropriate learning experiences to achieve these goals.

ACTIVITIES:

The teachers had two full weeks of in-service work during the first semester 1967-68. During the second semester the teachers taught to achieve the goals they set and were evaluated as to their success in terms of the behavioral objectives.

PARTICIPATION:

Approximately 180 general science students in six high schools in Kings and Tulare Counties. The six teachers were involved in regular in-service training sessions.

DATA OBTAINED:

All of the data collected in this project relate to the teachers ability to achieve the following goals:

Goal 1 - Develop interest in science learning.

Goal 2 - Develop skill in analyzing problems.
Goal 3 - Help the student develop an understanding of his environment, himself and his relationships to that environment and the behavioral indicators identified for each goal.

EVALUATION:

An evaluation publication of this entire project is available from the Kings County Superintendent of Schools Office. The following quote from one of the project evaluators may be indicative.

> ....."your group's commitment to the process of identifying behavioral objectives is quite significant. I am presently becoming more and more convinced that too few of us in education are accepting the responsibility of converting our goals to objectives which can serve as indicators of peoples growth toward those goals.
>
> .....and probably more significant is the willingness of your group to evaluate your own effectiveness in achieving the goals."

Local educational agency: KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
Address: 1900-18th Street, Kingsburg, California 93631
Project Director: Robert R. Taylor, Principal

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

KINGSBURG OBSERVATORY & ASTRONOMICAL EDUCATIONAL CENTER

Funding:	USOE Grant Award No.	Type	Period of funding From	To	Amount $
	OEG-4-7-661774-0247	Operation	9/1/66	8/31/67	27,684.00
	OEG-4-7-661774-0247	Operation	9/1/67	8/31/68	24,289.00

TARGET POPULATION:

One-hundred-thousand public elementary and secondary students, and five-thousand private elementary and secondary students. Approximately ten per cent of this population will be served by the completion of the project. We attempt to reach adult groups, service clubs, scout clubs, science clubs, and astronomy associations in the area. In addition, we will continue to offer in-service teacher training.

MAJOR OBJECTIVE:

To supplement and enrich basic concepts of the regular curriculum of the participating schools and groups, through the use of facilities which are not available in the classroom, or in the area served.

OTHER OBJECTIVES:

To provide an opportunity for all children in the area to be introduced to the wonders of celestial objects and space science.

To encourage interested and capable students to independent study, and prepare for scientific and technical careers.

To provide a center for the community to increase their scientific knowledge and understanding.

ACTIVITIES:

A visit to the observatory consists of a planned program of a lecture, and series of astronomy slides from famous observatories. A general description of the facility and equipment, including a discussion on the use, construction, and care of the telescopes, and actually viewing of astronomical objects through the 12½-inch, 10-inch, and two 8-inch telescopes.

Local education agency: KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

PARTICIPATION:

There is active participation by elementary and secondary students from public and private schools in the entire county and area. Adult groups, college classes, teachers, community and church clubs and organizations, use the facility for study and planned programs.

DATA OBTAINED:

Data is obtained through evaluation forms provided groups, classes, and individuals. From these evaluations we determine whether our objectives are accomplished, and the aspects of the program in need of improvement or change. Through guest registration, we are able to keep accurate account of number and age in attendance.

EVALUATION:

We feel we have fulfilled a present-day need in education, by helping to prepare young men and women for the Space Age, and introducing and making many students, young people, and adults aware of astronomy and space.

An interest in scientific reading, math, research and photography, has been awakened by the opportunity to visit the observatory. An awareness of the world around them became apparent to many for the first time.

The use of the facility to its capacity has proven to us the value of our program and the interest many people have in astronomy. The interest stimulated in scientific reading and other aspects of science, among elementary, secondary, and college students shows our major objective is being accomplished.

Local educational agency: Kings River Union School District
Address: 3961 Avenue 400, Kingsburg, California 93631
Project Director: T. C. Moshier

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
"Walk & Talk"

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	9-8-006351-0103 (056)	Operation	6/1/68	6/30/69	$9,864

TARGET POPULATION:

Those children enrolled in the first grades, within the Kings River, Traver and Monson-Sultana school districts of Tulare County, who begin 1st grade with a problem in utilization of the English language. This project will serve approximately 25% of the 1st grade population in each of the respective schools, or 35 children. Of the 35 children roughly 80% are of Mexican extraction. There are 5 classrooms, 5 teachers, 3 aides, 3 administrators and 1 consultant involved in the operation of the program.

MAJOR OBJECTIVE:

To improve performance in utilization of oral language through increased proficiency in the use of oral language.

OTHER OBJECTIVES:

To develop in the individual child the ability to communicate in written language after experiences and after discussion of those experiences.

To involve each child actively in the learning process.

ACTIVITIES:

The aides will provide small groups of children with an experience of some type about which they can build conversation around; such as: walking across the school ground looking for a certain kind of plant, walking to the store or other similar type excursions. Then the children will come back to a central area and discuss their experience. This experience will provide the children with sufficient language development to assist them in reading development.

PARTICIPATION:

Since most of the children in the project are of the Mexican culture the para-professional aides have been selected from this community.

There are no private schools within the area of the district served.

Local education agency: Kings River Union School District

DATA OBTAINED:

The data obtained will be increased proficiency in the use of the English language as determined by the "Oral Language Performance Scale" to be administered by the teacher's and para-professional aides working on the project.

EVALUATION:

It is too early to determine what progress has been made in reaching the objectives of the project. We have the children enrolled, language deficiencies diagnosed, aides oriented and trained.

Local educational agency: Laguna Beach Unified School District
Address: 550 Blumont Avenue, Laguna Beach, California 92651
Project Director: David W. Lloyd

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
DEVELOPING AN EXEMPLARY INTERMEDIATE SCHOOL

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
9-8-005466-0049		2/15/68	6/30/69	36,100.

TARGET POPULATION:

460 Thurston students, between the ages of 12 and 14, from mixed socio-economic backgrounds are experiencing the benefits of the project. Learner characteristics subject to the impact of this project are: greater involvement in school; greater enjoyment in school; higher achievement; development of responsibility; learning to think at higher levels; more appropriate educational experiences at ability levels. Students, teachers, aides and office staff are all affected by the project. Students are involved in daily self-scheduling teachers in developing instructional objectives; team planning, scheduling, daily selection of group size and appropriate space. The office staff and aides are to facilitate the objectives of the program and needs of teachers and students.

MAJOR OBJECTIVE

In the Title III project there were five major objectives.

I. The general objective of the program is to establish a total learning system for grades 7-8 which will:
    1. Make provision for individual student progress.
    2. Increase pupil responsibility for education.
    3. Involve the pupil in the higher level thought processes of the Taxonomy of Educational Objectives.
    4. Increase pupil's enjoyment of education.
    5. Increase achievement levels of all pupils.

OTHER OBJECTIVES

1. Establishment of close and frequent interaction between students and teachers.
2. Utilize the evaluation program as a self-correcting force within the framework of the school.

ACTIVITIES

Students and teachers are involved in daily demand flexible scheduling, in a non-graded two year intermediate school, (comparable to grades 7 and 8). Team teaching is used in the major disciplines and 36 electives are offered. Because of the flexible scheduling and team teaching approaches, teachers have control over size of group, time appropriate for learning activities, space needed for activity, and the number of teachers needed to carry out lessons. Also because of the flexibility of the program many extra curricular activities were added, such as a four-day trip down the Colorado River with 106 students and teacher representatives from each discipline holding classrooms on rafts while floating down the river. The program enabled more children to participate in a greater variety of school experiences than would ever be possible in a traditional school.

PARTICIPATION

Participation of persons representative of cultural and educational resources of Laguna Beach included local artists, dance instructors, educators from UCLA, USC, Chapman College, and UCI. Over 400 members of faculties, other professions, and businesses contributed their ideas and evaluations of the Thurston program while visiting the campus. Provision was made in the Title III proposal for involvement of non-public school teachers to participate in consultant services, curriculum development workshops and summer revision projects. Many teachers visited Thurston from private schools during the past year.

DATA OBTAINED

Data pertinent to the major objectives was obtained through careful examination of questionnaires to students, staff, visitors and parents. Also used for data relevent to the objectives were these instruments: Deportment records of the 1st, 2nd and 3rd trimesters, report cards for the 1st, 2nd and 3rd trimesters, range changes, records of student scheduling difficulties, I.Q. tests, number of small and large group offerings, Stanford Achievement Tests, missed assignments, attendance statistics, student conferences, measurable objectives, conferences with students, teachers, parents, administrators, guests, class observations.

EVALUATION

Through the help of a curriculum specialist, General Systems Industries, and the cooperation of the student body, staff and community, an evaluation on the first four months of the Thurston program proved the project to be highly successful in achieving its objectives. Funds provided by Title III enabled the staff to review the evaluation data during summer and augment the many innovative aspects of the program.

Local educational agency: La Puente Union High School District
Address: 455 North Glendora Avenue, La Puente, California
Project Director: Mr. Leon East

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
System Approach to the Instructional Program for the Continuation Education Student

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-03513-0022-(056)	Planning	8/24/67	8/31/68	126,256

TARGET POPULATION:

The project is investigating continuation high school students in the La Puente Union High School District. These are students generally characterized as "dropouts" or "pushouts" ... those who cannot be accommodated by the traditional system. Present enrollment is 284.

MAJOR OBJECTIVE:

Over a four year period of September, 1967 through August, 1971, the project will develop a practical instructional system capable of continuous identification and efficient response to the most critical instructional needs of individual continuation students in La Puente.

OTHER OBJECTIVES:

The instructional system being developed here can provide a model for other districts with similar problems. With this in mind, research methods, procedures and findings have been documented for easy use by others. The project also will provide evaluative criteria for planning and implementation of other continuation education systems.

ACTIVITIES:

During the first project year, the following activities were completed: 1) identification of behavior characteristics (skills and demonstrable knowledges) required for success in those performance situations where continuation students are most likely to find themselves after leaving Valley High School; 2) identification of present performance capabilities of the continuation school students; 3) identification of instructional needs, which is defined as the difference between present performance capabilities and required behavior characteristics; 4) identification of the limits of available resources and other constraints which must be observed by the system designers; and, 5) identification of a feasible set of performance requirements for the proposed system.

Local education agency: **La Puente Union High School District**

ACTIVITIES: (continued)

During year two, an instructional program will be designed to meet those system performance requirements identified in the previous year. Year three will witness implementation and tryout of subsystems; full system tryout is scheduled for year four.

PARTICIPATION:

During year one, district teachers and administrators, educational and system analysis experts, employers in business and industry and civil service, military personnel, parents of the continuation students, and the students themselves were questioned and/or tested. During year two, additional experts in system analysis, and in educational technology and curriculum design will be employed.

The instructional system when fully implemented will benefit students directly by providing them with the skills needed for a successful next venture. It will benefit teachers in the district by stimulating interest in both educational innovation and responsiveness to pressing social-educational problems. It will also benefit the local area by introducing more productive young men and women into the community.

DATA OBTAINED:

The results of all first year activities are reported in detail. Academic, social and physical characteristics of the students are described. Minimum requirements for initial success in the employment world and military service are described. Requirements for success in subsequent educational situations are stipulated; as are the requirements for minimum success in the home and community. Operational limits imposed upon the district by time, finances, and law are presented along with other feasibility factors. Finally, a practical set of system performance requirements is presented in the form of a list of needed student behavior changes.

EVALUATION:

A commitment to use the system analysis approach was established by the granting agency when the project was funded. Continuous self-evaluation is characteristic of the system approach. All project planning and reporting have been regularly submitted to an outside evaluator for his critical review of process and product.

Staff research associates have reviewed the procedures and findings of their respective assignments. In each year-one final report there is a self-critique which includes suggestions for improvement to future planners similarly employed.

Local educational agency: Lassen County Superintendent of Schools
Address: 720 Richmond Road, Susanville, California
Project Director: Dr. Robley E. Aspegren

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Behavioral Change Capability in Lassen County.

Funding: USOE Grant Award No.	Type	Period of Funding From To	Amount $
OEG 9-8 -073691-0020-(056)	Planning	8-15-67 to 6-30-68	$22,707

TARGET POPULATION: 5,217 children in grades Kindergarten through 12 attending school in Lassen County. These children live and learn in a section of California that is remote, isolated and sparsely populated. The attendance centers are small and widely separated. The major emphasis was placed on the elementary level.

MAJOR OBJECTIVE: To determine the exigent means of meeting the educational needs of the children of Lassen County and to implement these means by meaningful activities.

OTHER OBJECTIVES: (1) To provide educational experiences with college preparatory capabilities; (2) Review the curriculum and implement goal-oriented and lesson-planning procedures; (3) Provide closer supervision of supportive nature designed to result in planned change; and (4) To implement new reading experiences under motivational supervision.

ACTIVITIES: (1) A one week in-service institute held for 44 teachers at the University of Nevada. Consultants explored with the teachers five of the major contributions to the reading deficits identified in the schools of Lassen County. Clinical demonstrations of identification and treatment of particular pathologies were included; (2) The in-service institute was followed by additional assistance from the institute specialists, the project director, and the county staff members to the teachers and administrators with the applying of the new concepts, methods, and media to the classroom to support individual student advancement in achievement: (3) The introduction of classroom activities that fostered and developed the communications skills of the students such as the production of audio-tapes; the planning, producing, and participating in a television production telecast by KIXE Television; and the production of a booklet on the early history of the area; (4) The utilization of video-tape recordings of classroom techniques, followed by viewing and discussion of the recordings for the purpose of improving classroom techniques and procedures by the teachers, specialists, consultants, and project director; (5) The production of individual speech articulation and visual perception test booklets; (7) College orientation sessions at the University of Nevada and Chico State College for selected elementary and secondary children; (8) Provided experiences to secondary students in the use and operation of video-tape recording equipment and various pieces of highly technical graphic arts equipment, in television programming, and clerical duties.

PARTICIPATION: All the students and teachers of the eight elementary school districts, two unified school districts, and one union high school district participated to a varying degree.

DATA OBTAINED: The major criterion utilized to measure the effectiveness of the project was the change that resulted in the learning performance of students. Within this area primary emphasis was given to the communications skills. Pre-testing was used to establish the levels of student performance in October, 1967. Student gains are expected to be significant, although they will not be determined until tests are administered at the beginning of the 1968-69 school year.

EVALUATION: The following results are apparent at this time: (1) The pattern of reading deficits has been clearly established; (2) The teachers have become fully aware of and are deeply concerned about this pattern; (3) Significant curriculum changes have taken place; (4) A closer working relationship has developed between the teachers and the consultants and county personnel; (5) Teacher interest is shown by maximum utilization of the equipment to develop classroom materials; and (6) Teachers have initiated meetings to discuss learning problems, teaching techniques, curricular change, development of materials and resources, and additional training workshops.

Local educational agency: Los Angeles County Schools Office
Address: 155 W. Washington Boulevard, Los Angeles, California 90015
Project Director:

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Regional Data Processing Center

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-000711-0622		2/3/66	6/30/67	$235,661

TARGET POPULATION:

NO REPORT RECEIVED.

Local educational agency: Los Angeles County Supt. of Schools
Address: 155 W. Washington Blvd., Los Angeles, Calif. 90015
Project Director: Dr. Charles Nagel

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: PROJECT QUEST: New Designs for Innovative Approaches to Health Instruction thru Inter-district Planning

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-3-7-7 03551-4449	Oper.	7-1-67	6-30-68	138,161

TARGET POPULATION: Five unified school districts, namely Downey, Duarte, El Rancho, Inglewood, and Torrance are committed to a cooperative search for more scientific, more effective ways to make health instruction a vital part of every child's education. The program evolved will directly benefit over 90,000 children in the public schools of the above districts and approximately 11,000 children in private and parochial schools in grades kindergarten through senior high school. This program will utilize the services of teachers, district curriculum directors, and consultants in each school district as well as citizens in each community.

MAJOR OBJECTIVE: Project Quest is to search for innovative educational ways of reducing the problems created by the many unmet health needs of children, youth, and society through the design of a more effective program of health instruction.

OTHER OBJECTIVES: In the first year a program designing sequential health instruction guides and experimenting with innovative approaches to the learning process. In the second year inservice education and tryout of materials in selected schools through a pilot program. Evaluation of the pilot program will be done in each district. In the third year an inservice education program and an operational trial will be conducted in all five districts. Evaluation will be done in all schools in each district.

PARTICIPATION: The organizational and participational pattern of Project Quest is composed of three groups, namely: the Project Quest staff, consisting of eight teacher-writers who have been released from the classroom teaching assignments, director, and an assistant director; the Executive Committee is comprised of school personnel from each of the five districts, who serve as a decision and policy-making body on matters pertaining to the development of the project; and the Community Advisory Committee is composed of citizens from the five participating communities and the Los Angeles County area at large.

Local education agency: Los Angeles County Supt. of Schools

DATA OBTAINED: Data to be obtained on completion of the 3-year project are as follows: (1) results of a standardized health needs survey for students; (2) methods and content of health instruction guides; (3) pre-tests and post-tests on health instruction; the pilot plan, which involves the 100 pilot classes comprised of ethnic and socio-economic levels from each district.

EVALUATION: Evaluation of Project Quest will consist of two phases: (1) determining the extent to which the health instruction program is effective in meeting the objectives of the program; and (2) assessing the efficiency and productivity of methods used to develop the program. A method of evaluation will be done throughout the project period toward meeting objectives which will be assessed in relation to actual completion of the task at any given date.

Local educational agency: Los Angeles County Supt. of Schools
Address: 1851 South Westmoreland Avenue, Los Angeles, Calif. 90006
Project Director: Dr. William H. Clinkenbeard

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Los Angeles County Supt. of Schools Supplementary Center

Funding:			Period of Funding		
	USOE Grant Award No.	Type	From	To	Amount $
	4-6-001703-0896	Planning	5/1/66	9/30/68	601,972

TARGET POPULATION:

Ninety-two elementary, secondary and unified public school districts in Los Angeles County, exclusive of Los Angeles City District.
Secondary agencies and persons served are students enrolled in private non-profit schools.

MAJOR OBJECTIVES:

To accelerate change and improvement in education consonant with the purposes of ESEA Title III, through demonstration of coordinated planning, development, and evaluation with public school districts in conjunction with non-profit private schools and community agencies in Los Angeles County.

SECONDARY GOALS:

To serve as a planning center in the development of project proposals for funding under some federal titles and/or private foundations; also, planning and evaluation services in the development of innovative pilot programs under local funding.
To use and develop systematic approach models for problem solving relevant to a wide variety of applications in education.
To serve as a retrieval and dissemination center offering information and demonstrations leading to the diffusion and ultimate adoption of creative and exemplary education programs.

ACTIVITIES:

Planning and development of programs, projects and proposals; dissemination of information about Title III and related federal programs, also progress of exemplary programs developed under this sponsorship; direct consultation services; needs assessment; assist districts to discover those common problems endemic among several districts in a regional area and suitable for large scale planning; forums to sensitize school and community personnel to critical educational problems; catalyzing interest and attitudes toward real problems not previously recognized; involve wide representation of cultural and educational agencies in planning and studying school problems; publications retrieval and dissemination;

cooperative endeavors with County Staff personnel; diffuse information about Title III programs to County Offices staff consultants and division heads; stimulate interest in the research done relative to specific education problems; establish task force and ad hoc groups appropriate to task; write project proposals; evaluation designs; research services; expedite required legal assurances for proposals; videotapes of on-going projects; videotapes and audiotapes of conferences; survey to ascertain extent of non-public school involvement in Title III.

PARTICIPATION:

County office staff, school district personnel at all levels, community agency representatives, cultural arts representatives, private non-profit school administrators and teachers, Research and Development Center personnel, College and University consultants, community/school parent advisory groups, interested citizens.

NATURE OF DATA:

1. Survey evaluation questionnaire for assessing effectiveness of LA PACE Monthly Bulletin.
2. Survey to ascertain involvement of non-profit private schools in Title III projects.
3. Information assessing time, finances, personnel, community involvement and support; also data identifying needs in accordance with district, region and state priorities.
4. Assessment of the process, or the Center's activities, will be made through a compilation of in-house and clients' opinions relative to services rendered.
5. A pragmatic evaluation of the product output will be made in terms of the number, size, and success of the four defined products listed in the Grant document.

EVALUATION:

Three areas of evaluation are considered: (1) Input variables - the needs, resources and constraints; (2) Output - Process - activities related to primary and secondary goals; (3) Output - Product - four defined products, i.e.; federally funded projects, pilot programs, problem-solving models, information retrieval and dissemination system. A modern conception sees the evaluation process as an integral function, and useful primarily as a basis for decision making. Success/failure determination as a function of evaluation is considered secondary to forming decisions regarding future action.

Local educational agency: Los Angeles City Unified School District
Address: 450 North Grand Avenue, Los Angeles, California 90012
Project Director: Richard I. Hammerle

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Planning and Implementation of a
Supplementary Education Center

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
OEG-4-6-000386-0383	Planning	2/4/66	6/16/67	160,779
OEG-4-6-000386-0383	Planning	6/1/67	6/30/68	231,598
OEG-4-6-000386-0383(056)	Planning	6/1/68	5/31/69	232,000

TARGET POPULATION:
The Supplementary Education Center serves approximately 750,000 pupils enrolled in the elementary, secondary and adult schools of the Los Angeles City Schools in addition to approximately 94,000 pupils enrolled in non-public schools. The ethnic composition is Mexican-American 21 percent, Caucasian 53 percent, Negro 22 percent, Oriental 3.5 percent, others 0.5 percent.

MAJOR OBJECTIVE:
The major objective for this funding period is to become a "Center for Planned Change" for the Los Angeles City Schools wherein Ad Hoc Task Forces will be assembled to attack specifically defined problems in an effort to derive alternate solutions.

OTHER OBJECTIVES:
To evaluate innovative ideas.
To prepare proposals for funding.
To maintain liaison with the community through advisory groups.
To prepare a needs survey for Los Angeles City Schools.

ACTIVITIES:
The Center provides staff assistance to directors of Title III Projects in the area of fiscal, public information, proposal renewals, and negotiations with the State Department of Education and the United States Office of Education.

Activities for the first two funding periods:
1. Established Advisory Committees.
2. Made a comprehensive needs survey.
3. Received and screened basic ideas for school improvements.
4. Assisted in the preparation of 20 original and continuation proposals.
5. Disseminated information on studies and proposals.

Ad Hoc task forces have been assigned for the present funding period to work in the following areas of study:

1. Make a study and recommend plans for decentralization
2. Make a study and recommend plans for the reorganization of secondary schools to bring about:
    a. Master program development for annual promotion.
    b. Changes in graduation requirements as a result of SB 1
    c. Flexible scheduling which is now possible under SB 1
    d. Staff development and staff utilization
3. Make a study and recommend plans for reorganization of elementary schools to bring about:
    a. Implementation of flexibility now possible under SB 1
    b. Staff development and staff utilization
4. Identification of foundation-sponsored, university or laboratory sponsored, or district sponsored projects in our schools.
5. Development of a school administrator staff development program which instructs in the key aspects of the Planning-Programming-Budgeting System (PPBS).
6. Development of a comprehensive and compatible recording, collecting, processing, analyzing, interpreting, storing, retrieving, and reporting system for local educational data, including the use of automated data systems. (Data Retrieval System).

PARTICIPATION:
The five advisory committees have representation from the cultural, scientific, and business communities as well as representatives from teacher organizations, universities, non-public schools and administrative staff. Participation of non-public schools is an essential part of each proposal.

DATA OBTAINED:
Needs Survey
Evaluation by Dr. Lindman, U.C.L.A.
Master Design by Dr. Meyers, IDEA

EVALUATION:
Four proposals have been funded: three for a second time with a present budget of $3,280,479 from Title III. The Center has brought new ideas and alternatives to the attention of the Los Angeles Board of Education. As a result of the first two years planning, the Supplementary Education Center has become the "Center for Planned Change" for Los Angeles.

Local educational agency: Los Angeles City Unified School Districts
Address: 450 North Grand Avenue, Los Angeles, California 90012
Project Director: Dr. Eugene Olson

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Mid-City Secondary Education Project

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	OEG-4-7-673118-1615	A, C, D	1/11/67 1/11/68	2-2-68 2-2-69	464,386 492,921

TARGET POPULATION:
Approximately 12,000 public and 500 non-public secondary school students within the central and west sections of Los Angeles are served by this project. Ethnic composition is Negro 50 percent, Caucasian 45 percent, and Oriental 5 percent. Five senior high schools and eight junior high schools (primarily ninth grade) along with three parochial high schools are participants.

All segments of the school population within the area served are affected by the program. The principals and head counselors of the public schools along with twenty-two special classroom teachers, teacher-coordinators, and counselors conduct the project with coordination provided by the APEX office located in the district's Area D administrative center.

MAJOR OBJECTIVE:
The prime improvement sought is provision of opportunity for all students in the member schools to have access to the enriched educational program developed within the complex of schools.

OTHER OBJECTIVES:
Companion objectives to the 'prime improvement' include provision of a full and equitable program of guidance services and materials to all students and an assessment of the potential integrative effect of the student exchange component.

Supplementary objectives include the participation by community representatives in an advisory role and the involvement in project program by the University of Southern California.

ACTIVITIES:
The project is conducted through an area-sharing concept, patterned after the university model, in which member schools offer additional courses within subject centers, made available by two-period exchange to students of the other member schools. In its third semester the project will have subject centers in aeronautics, art, business education, English, foreign language, mathematics, music, physical education, science, and social studies, together with special courses in home economics and industrial

arts. More than 2,500 students will be enrolled this fall in the special subjects with 900 of them attending other schools on the exchange program. An additional feature of the subject centers is provision for many field trips.

The guidance component is coordinated by a specialist in the APEX office working with the Area D supervisor and school head counselors, and through them with the special counselors. Emphasis is given to vocational counseling and college advisement. Featured services include extended day counseling done by school staff for supplemental pay, career conferences and assemblies, and group counseling. Materials written and distributed through the project office include brochures for higher education and vocational guidance. A model guidance center is being developed by the specialist at one of the high schools.

Student exchange is conducted on the basis of transporting students for two periods to the exchange school where they usually take a center subject course and a regular course. The buses are scheduled before school, mid-morning nutrition, and at noon.

PARTICIPATION:
In addition to the community role in an advisory capacity, the project has found many resources such as from industry. For example, a computer class is held Saturdays for project students at the IBM building.

The University of Southern California has become extensively involved in project and school programs through a 'bill of fare' contract.

Full participation in the subject center and guidance programs is afforded children of nonprofit private schools in the area.

DATA OBTAINED:
Objective data, including statistics, have been obtained by the project research and development specialist to ascertain the progress toward meeting the objectives.

EVALUATION:
The data to date indicate that considerable success has been achieved in terms of opinions expressed by participants and observers. The recent school year evaluation is being reviewed by the district Research and Development office and will be submitted soon through official channels.

Local educational agency: Los Angeles City Unified School District
Address: 450 North Grand Avenue, Los Angeles, California 90012
Project Director: Dr. Hans G. Stern

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Educational Laboratory Theatre

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-0-8-073738-1739	Operation	9-15-67 -	9-14-68	649,358

TARGET POPULATION:
Thirty thousand students in a particular grade level in every public secondary school in Los Angeles participate in the project as well as those students in non-public schools who have elected to participate in the project.

MAJOR OBJECTIVES:
To improve the teaching of drama in secondary English classes
To improve knowledge of drama as a communication means
To enrich the emotional lives of students through the impact of great dramas

OTHER OBJECTIVES:
To build a future adult audience for theatre in the community
To enrich the English curriculum by providing supplementary teaching materials
To establish a liaison with theatrical organizations in the community

ACTIVITIES:
During the 1967-68 school year, 10th grade students saw professional productions of the plays Tartuffe, The Glass Menagerie, The Sea Gull, and A Midsummer Night's Dream. These same students, as 11th graders, will see A Raisin in the Sun, Our Town, Macbeth, and Westside Story, during the 1968-69 school year; and as 12th graders, the same students will see four additional plays during the 1969-70 academic year. Plays are performed by the Inner City Repertory Company. The grant enables the Educational Laboratory Theatre staff to:

1. Pay for the production of the plays
2. Transport the students and teachers to the theatre
3. Develop curricular materials for students and teachers
4. Provide in-service education activities for the teachers in the project
5. Maintain contact with the professional theatre in the community so that students may benefit from the many fine productions available in the Los Angeles area

Local education agency: Los Angeles City Unified School District

PARTICIPATION:

Advisory Committees to the Educational Laboratory Theatre Project include in their membership teachers, department chairmen, principals, other school administrators, non-public school personnel and representatives from the theatre. The agreement covering the production of plays is with the Inner City Cultural Center, a community organization whose aim it is to involve members of the minority groups in the community in the development of a center for the performing arts, located in the area in which members of minority groups live. All non-public schools, otherwise eligible for participation in federal grant programs, which have a tenth, eleventh or twelfth grade program, were invited to participate in the project. Nineteen such schools are participating.

DATA OBTAINED:

The evaluation agency is using questionnaires, interviews with students, teachers, administrators, and theatre personnel, as well as expert observation of play performances. The agency also collects and interprets play reviews, articles, and other miscellaneous written materials dealing with the project.

EVALUATION:

The Central Midwestern Regional Educational Laboratory, Inc. (CEMREL) of St. Ann, Missouri, holds a contract with the United States Office of Education under Title IV of the ESEA, 1965, to evaluate the Educational Laboratory Theatre Project. The final report of the first year of operation of the Educational Laboratory Theatre Project has not yet been transmitted to the Project Coordinator. Interim reports indicate that the goals of the project are being attained.

Local educational agency: Los Angeles City Unified School District
Address: 450 North Grand Avenue, Los Angeles, California 90012
Project Director: Mrs. Lois Hotchkiss

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Demonstration Adult Education School

Funding: USOE Grant Award No.	Type	Period of Funding From To	Amount $
OEG 3-7-673113-3586 (056)	Operation	7-1-67 - 6-30-68	$472,815

TARGET POPULATION:
The project serves the entire adult population of the Los Angeles Unified School District inasmuch as enrollment is not restricted to those who live in the attendance area of any one of the existing twenty-eight adult schools. The facilities are available to teachers as well as students throughout the District. The Adult Demonstration School serves as a centralized school offering comprehensive courses and services planned to assist adult students in meeting their immediate as well as future needs.

MAJOR OBJECTIVE:
The project includes five centers identified as Career Orientation, Creative Arts, Family Life, Humanities, and Self-Improvement. These centers are designed to provide innovative approaches to adult education offerings utilizing new methods and techniques to augment the learning activities of participants. A secondary purpose is to provide models which could be incorporated, in whole or part, into the regular adult education program of the District.

OTHER OBJECTIVES:
The five centers have the following specific objectives:

Career Orientation - To increase awareness of vocational and educational opportunities

Creative Arts - To increase awareness of the arts and to improve art skills

Family Life - To develop an awareness of the effects of parental attitudes on child behavior, to improve knowledge of nutrition, and to improve sewing skills

Humanities - To increase awareness of urban problems

Self-Improvement - To improve achievement levels in specific subject areas and to improve the verbal functioning level of the students

Local education agency: Los Angeles City Unified School District

ACTIVITIES:

In addition to course offerings in the five centers, the following activities are provided:

1. Individual and group vocational counseling services
2. Cultural tours
3. Field trips
4. Training sessions for sub-professionals employed with county agencies
5. In-service activities
6. A study skills center using programmed materials
7. Laboratory for the use of English as a Second Language students

PARTICIPATION:

Courses and other educational activities are provided for groups such as Delta Sigma Theta Head Start aides, the Community Service Organization enrollees, Neighborhood Adult Participation Project aides, as well as adults representative of the multilingual and ethnic segments of the District. Such activities reflect the suggestions and recommendations of an advisory committee representing community agencies, civic organizations, religious groups, social agencies, and nonaffiliated residents.

DATA OBTAINED:

Data secured for the evaluation included enrollment and attendance data, record of referrals, student questionnaires, pre and post standardized tests, rating sheets, and staff evaluations.

EVALUATION:

Data collected indicated the students and staff have endorsed the effectiveness of the five centers. In addition, students overwhelmingly indicated that the center courses would be recommended to others.

Local educational agency: Los Angeles City Unified School District
Address: 450 North Grand, Los Angeles, California 90012
Project Director: Richard I. Hammerle

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Planning and Pilot Activities for an Educational Complex

Funding: USOE Grant Award No.	Type	Period of Funding From	 To	Amount $
OEG-9-8-806583-0167(056)	A - C - D	6/20/68	6/30/69	1,500,000

TARGET POPULATION:
Two Educational Complexes have been formed. One is located in the Watts community, a predominantly Negro community, and the second is located in East Los Angeles, a predominantly Mexican-American community. Each Educational Complex is composed of one adult education school, one senior high school, one junior high school, five elementary schools in one complex and four elementary schools in the second. These two communities are characterized by high dropout rates, high percentage of welfare recipients, high unemployment, and low academic achievement. The target areas have a population of over 125,000 and a school enrollment of nearly 18,000.

MAJOR OBJECTIVES:
1. To develop a new approach to the solution of educational problems presented by the needs of youth in an urban area.

2. To involve parents, community leaders, teachers, and administrators within the complex in the planning and development of programs.

3. To develop an articulated educational complex ranging from pre-school through grade twelve supported by an adult education component.

OTHER OBJECTIVES:
Based upon our own research, the needs of the community, and the objectives outlined by Dr. Nolan Estes, the following objectives have been determined:
1. To establish School-Community Advisory Committees who will function at the local school level.

2. To establish Educational Complex Advisory Boards who will function across all levels of education and represent the community within the total area of the Educational Complex.

3. To develop instructional programs, methods, and materials based upon appropriate research in order to provide better educational opportunities for the students within the Complex.

OTHER OBJECTIVES (cont'd)

4. To develop plans for improving the counseling, child welfare and attendance programs for pupils in the elementary and secondary schools; provide counseling services for pupils to bridge the gap between the elementary school program and the junior high school program; provide counseling services to high school students which will reach beyond the day of graduation.

5. To provide opportunities for pupils to share in racial and social learning experiences.

6. To set up Staff Development programs for teachers and members of the staff.

ACTIVITIES:

1. Establish School-Community Advisory Committees in each school
2. Establish a Complex Advisory Board in each complex
3. Develop four Family Life Centers
4. Provide an expanded kindergarten program
5. Have Individualized Instruction in Reading
6. Create new curriculum material
7. Establish Post-High School Guidance Centers
8. Provide "Mini-Grants"
9. Provide Articulation Counseling between elementary and secondary schools
10. Set up Staff Development Programs
11. Establish a new Child Welfare and Attendance Program

PARTICIPATION:

Participation by members of the community is one of the major objectives of this proposal. Non-profit private school personnel were involved in the initial planning of the project. The project director will work directly with the four non-profit private schools in the respective areas to involve them in the activities of this project.

DATA OBTAINED: Project started 7-1-68 - nothing available.

EVALUATION: No evaluation as yet.

Local educational agency: Los Gatos Union School District
Address: P. O. Box 367, Los Gatos, California 95030
Project Director: LeRoy West, Director of Guidance and Special Services

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: "The Instructional System Approach to Helping Emotionally Disturbed Children Gain An Education"

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-673031-3082	Planning	6-1-67 to	5-31-68	$9179.00

TARGET POPULATION: All the children residing in the Ming Quong Children's Center (a residential treatment center for emotionally disturbed children.) Present population 53. Age range, 5 years to 15 years.

MAJOR OBJECTIVE: To develop and write an innovative and exemplary plan whereby the emotionally disturbed children in the Ming Quong Home, located in the Los Gatos Union School District, can receive an appropriate and effective education with maximum intro-agency and inter-agency articulation.

OTHER OBJECTIVES:

A. To identify and eliminate the sources of differences between the Los Gatos Union School District and the Ming Quong Home in regard to behavioral expectations and educational objectives.
B. To develop and write a specific delineation of responsibilities and providences covering all areas of joint concern of the two agencies.
C. To develop and write general and specific guidelines for use of the Home and School.
D. To develop and write a flexible procedure whereby the emotionally disturbed child's educational program could be adjusted more quickly to his needs at various stages of his rehabilitation.
E. To develop and write the plan in such a way that it would serve as a guide to other rehabilitation and educational institutions who share responsibility for emotionally disturbed children.
F. To develop and write a plan in such a manner that it will gain local and Santa Clara County Projects to Advance Creativity in Education (SPACE) endorsement and subsequent approval of a Title III grant to enable implimentation of the plans and procedures developed during the planning period.

ACTIVITIES: Representatives from each level of the Los Gatos Union School District and the Ming Quong Home, along with Instructional System Consultants met in group discussion to devise a model plan that will provide a public education for emotionally disturbed children.

To help devise this model plan and resolve the conflict, the participants used the Instructional System Approach.

The first task for the participants was to formulate a Mission Objective. Next the participants developed a Mission Profile. The participants specified seven major functions or steps necessary for establishing the program.

DATA OBTAINED: The participants have developed a system which will treat each child in the program individually. It will ultimately assess each child entering Ming Quong Home in several areas--physical, social, emotional, intellectual, and academic. It will classify each child based upon the test results and place him in a learner category where he will receive appropriate treatment, helping him to progress to his predicted and/or potential level of functioning. The system will provide for continuous evaluation of each child and of the entire program. While developing this model plan, this project has been of tremendous benefit to the plan presently used in Ming Quong Home and the Los Gatos Union School District. It has helped improve understanding between the two agencies by showing the constraints under which each agency operates. Also, it has led to an improvement in communication. During the course of discussion, the participants learned what each agency is attempting to do in its program; so a great benefit has been derived from the project already.

EVALUATION:

A. In the developed plan the participants provided for the identification and elimination of the sources of differences between the Los Gatos Union School District and the Ming Quong Home in regard to behavioral expectations and educational objectives. In the model plan this has been accomplished primarily by the establishment of learner categories for which there are minimum requirements that have been agreed upon. Thus a child will not be arbitrarily placed because he is going home in two weeks, or because there is no room, etc. He will be tested, and according to his diagnosis, he will be classified and placed in an appropriate learner category where he will receive appropriate treatment. He will be reevaluated, and as progress is made, he will continue to be placed in an appropriate learner category.

B. The Instructional System Approach by its very nature establishes exactly who will do what in the project, and how it will be done in a step-by-step procedure. Thus in the model plan there will be a specific delineation of responsibilities and providences covering all areas of joint concern of the two agencies.

C. The participants have provided for the development and writing of general and specific guidelines for use of the Home and School as follows:
   1. A minimum school behavior code for emotionally disturbed children.
   2. Minimum reporting schedules and procedures.
   3. In the model plan the school enrollment and dismissal conditions and procedures will be very explicit.
   4. In the model plan participants have provided for specific conference schedules.
   5. In the evaluation program of the model plan, the participants have provided for the regular and frequent assessment of progress toward emotional and intellectual maturity for the children.

D. The participants have provided for the development and writing of a flexible procedure whereby the emotionally disturbed child's educational program can be adjusted more quickly to his needs at various stages of his rehabilitation.

E. Because the participants used the Instructional System Approach, there is a step-by-step procedure of what must be done to establish the program.

F. By use of a step-by-step procedure of what must be done in order to establish this program, the participants have provided a firm foundation for the development of a model curriculum for emotionally disturbed children.

Local educational agency: Madera County Superintendent of Schools Office
Address: 201 South Pine Street, Madera, California 93637
Project Director: Joseph W. Novello

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Guiding the Development of Musicality in Elementary School Children

Funding:

USOE Grant Award No.	Type	Period of Funding From To	Amount $
OEG4-6-001418-0 916		May, 1966-June,1968	$146,488

TARGET POPULATION: There were about 2,400 public school pupils and 50 nonpublic school pupils and 96 teachers and administrators in 15 school districts involved in the project during the three years. Estimated adult population in the area was 45,000.

MAJOR OBJECTIVE: The major objective was to develop musicality defined as the ability to express, in its completeness, a musical idea and the ability to comprehend a musical idea. Formal measurement was confined to the ability to comprehend musical ideas.

OTHER OBJECTIVES: (1) To field test the effectiveness of developing musicality through the use of Orff and Kodaly techniques. (2) To provide opportunities for students to contact performing artists and musicians with maximum opportunity for interaction between artists and students.

ACTIVITIES:

1. Student activities: Emphasis in instruction was placed on discovery and improvisatory activities using speech, drama, movement, rhythmics, singing, instrumental playing, and symbolization.
2. Teacher activities: Inservice activities were extended for classroom teachers in 4 sixteen-week college extension courses. A cadre of resource teachers was developed in Phase 3 to assist in dissemination of project techniques.
3. Procedures: (a) Four Orff specialists taught classes on a regular continuing schedule. (b) Students in the experimental and control groups were pre and post tested by the specialists with the test of musicality developed by Dr. George Kyme of the University of California at Berkeley. Statistical procedures were applied to results to determine significant differences between experimental and control groups.
4. Supervisory Personnel: Dr. Roy Freeburg assisted in relating the musical program to the Social Studies and directed workshops for the cadre of teachers in Phase III.

   Dr. George Kyme, University of California, developed the tests and instructed the specialists in giving the test to the students.
5. Musical performing groups visited all experimental classes.

PARTICIPATION: The following cultural and educational agencies participated in planning and implementing the project: University of California-Berkeley, San Francisco State College, Madera County Music Educators, Madera County School Administrators, Madera Community Playhouse Association, Madera County Schools Office, twelve public school districts and one parochial school.

DATA OBTAINED: Responses to questionnaires were obtained from teachers, administrators and specialists concerning realization of the instructional and environmental objectives as stated in the project. Scores were collected from pre and post administration of the Kyme Test of Musicality to the experimental and control classes in Phase II and Phase III of the project to determine the growth, if any, in musicality.

EVALUATION: Questionnaire responses were organized into strengths and weaknesses. Weaknesses were: inadequate communication, overscheduling of experts, and inadequate space for instruction. Strengths were: enthusiastic response of pupils, change in teacher receptivity of Orff techniques.

Scores of control and experimental classes were compared; in analysis of covariance, three grades of the five experimental classes outperformed control groups in the first year with significant differences in results. In the second year, only grades two to four were included in the project. Only grade three showed gain with a significant difference at the .05 level. There was greatest gain in domain of rhythm and form but regression in appreciation of harmony as measured by the Kyme test. No conclusive evidence is available to determine effect of artists on pupils.

"The recommendation that should come from this project would be to use improvisational techniques in the music education of children, for the motivation for learning alone warrants it. However, as in all things, moderation is the key! Orff musical experiences for children added to a well-balanced program of singing, listening and creating music common in the elementary school are certain to enhance the program. If they are taken as an alternate, 'total program' in the primary grades, at least, they may actually stultify taste!" [1]

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[1] George Kyme, "Evaluation," *Guiding The Development of Musicality In Elementary School Children* (Madera: Madera County Schools Office, 1968), p. 11.

Reported by Mrs. Lydia Kraus, Assistant Superintendent-Curriculum, Madera County Schools Office.

Local educational agency: Marin County Superintendent of Schools
Address: 201 Tamal Vista Blvd., Corte Madera, California 94925
Project Director: G. Sidney Lester

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Social Studies Curriculum for a Modern World

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 9-8-005497-0071	Operational	4/1/68	3/31/69	128,497

TARGET POPULATION: The target population is made up of 55,000 students attending public, private and parochial schools, grades one through twelve, in California's Marin County. These students constitute a microcosm of American society: they live in urban, suburban and rural areas, and represent both majority and minority, advantaged and disadvantaged groups.

MAJOR OBJECTIVE: The major objective of the Marin Social Studies Project is to raise the level of competence with which students, both as individuals and as members of a democratic society, attempt to deal with the rapid changes taking place in our society and the world. This objective requires the continuing development of improved social studies curricula. This project proposes to conduct a program which shall contribute to the development of such curricula. The components of this program include (1) the construction of an improved rationale for social studies curricula, (2) an assessment of the need for curricular continuity from grade one through the twelfth grade and, pending the outcome of that assessment, (3) the development of a set of guidelines for providing social studies curricula with continuity, (4) an evaluation of current curricular developments in social studies education, (5) the application of recent findings in social science disciplines to the problems of social studies curriculum design, (6) the identification of improved teaching techniques, strategies and materials, and (7) their incorporation into recommendations for new social studies curricula.

OTHER OBJECTIVES: The corollary objectives of this project include collecting and analyzing data regarding the following: (1) rationale for directing the improvement of social studies curricula, (2) systems for analyzing and evaluating new social studies curriculum project materials, (3) analyses of improved teaching strategies, (4) identification of improved strategies for effective in-service training of teachers, and (5) systems for evaluating student achievement in social studies.

Local Educational Agency: Marin County Superintendent of Schools

ACTIVITIES: Over 150 teachers, teaching approximately 4,500 students, are field-testing new social studies curriculum project materials in their respective classrooms. These teachers are supported in their efforts by workshops, in-service orientation and training sessions with both in-house staff and visiting consultants, and college-credit courses specifically established for teachers participating in the project.

A resource center has been established in which materials from approximately 80 new social studies curriculum projects are housed. In addition, all of the professional materials related to the new social studies have been purchased for the center. These materials are available to project participants and can be checked out of the center.

Committees involving the participation of approximately 30 teachers and administrators have been formed to (1) design procedures for analyzing and evaluating the new curriculum materials and (2) develop systems for analyzing the results of the in-class use of those materials. The results of these analyses shall be used to construct models for the development of a new social studies curriculum framework.

PARTICIPATION: In addition to the largest of the parochial school systems, teachers and administrators representing one private school and 17 of the 19 public school districts in all geographic areas of the County are participating in the project.

DATA OBTAINED: The project is in the early stages of data collection--analysis of available data has not yet been completed.

EVALUATION: First phases of evaluation scheduled for Spring, 1969

Local educational agency: Marin County Superintendent of Schools Office
Address: 201 Tamal Vista Blvd., Corte Madera, Calif. 94925
Project Director: Warren G. Binzley

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Educational Drama Conferences and Apprentice Program

Funding: USOE Grant Award No.	Type	Period of Funding From To	Amount $
OEG-4-6-000726-0348	Opera-tional	9/1/66 thru 8/18/67	$ 82,945
Project #2703		8-18-67 thru 8-17-68	96,658
Project # 726		3/25/66 thru 8/18/66	48,400

TARGET POPULATION: The area served comprises Marin County, Calif. Participation was open to all students in public,private and parochial schools of junior high, secondary and junior college age who resided in the area.

MAJOR OBJECTIVE: Bring live professional theater to school children for the following primary objectives: 1. Students will continue to be theatergoers; 2. Students will judge theater as a meaningful way of understanding oneself; 3. Students will judge theater as a way of relating to life; 4. Students will judge theater as a form of self-fulfillment.

ACTIVITIES: 1. Attendance by students and teachers on pre-scheduled performance dates at the plays produced by Festival Theatre in its building. 2. Distribution of copies of a study syllabus to students and teachers of participating schools in advance of each play as a guide for classroom discussion. Syllabus contains background information concerning the playwright, and various articles and materials pertinent to the consideration of the play. It also relates each play to the year's program of productions, provides a list of suggested study questions, and supplies a selected bibliography which includes the playwright's major works and the sources used in the preparation of the syllabus. 3. Visits by drama teams to classrooms of participating schools either before or after the students had experienced a performance of the play. Each drama team consists of two or three principal members of the Festival Theatre Company. When appearing before the students have seen the play, the drama team offers certain preparatory information concerning the playwright, the play, the nature of the live theater, the actor's views of his role, etc. When appearing after the students have seen the play, the drama team answers questions and discusses elements in the play which help the members of the class articulate and evaluate their experience in the theater. 4. Discussions between the students and members of the cast and the company on the stage following each performance of the play at Festival Theatre. During these post-curtain conferences students freely question the theater personnel on matters pertaining to the production they have just witnessed.

The Apprentice Program brings qualified students into a training program under professional artistic and technical theater personnel.

PARTICIPATION: A total of 44,716 students took part in last year's program with approximately the same number taking part in the previous year's programs. Five non-profit private schools and two private schools also participated in the project.

DATA OBTAINED: The project, itself, by its very nature, contains built-in evaluation check-points. Every visitation by the drama team includes question-and-answer periods during which pre-performance attitudes are revealed by the students; every post-performance discussion at the theatre reveals the impact made upon the students by the actual performance of the play. This makes possible the evaluation of the difference--both in kind and degree--of the student attitudes involved before and after participation.

The use of the syllabus by teachers in the schools serviced also provides a built-in check point, particularly when the teachers use the study questions for classroom purposes. The students' answers to these questions, either in written or oral form, make very clear how their perceptions and experiences have been broadened and deepened by the theatrical experience.

The evaluation of apprentice work will be made by the theatre staff members working with the apprentice at every step of his involvement.

In addition to these built-in evaluation procedures the project calls for an Evaluation Workshop to be conducted by the Project Director at the Festival Theatre at the end of the project period. The Education Advisory Council will join the Project staff in a workshop evaluation focussing on:

a. Use of Study Guides
b. Participation in Drama Team Visitations
c. Participation in Drama Conference Field Trips to the Theatre (1) Performances themselves, and (2) Post-performance discussions
d. Participation in Apprentice Program
e. Participation in Experimental Cinefusion Program.

EVALUATION: It is anticipated that the major objective has been accomplished. The evaluation has shown changes in student attitudes and behavior patterns as reflected in their school behavior. These are attributed to the productions and the supplementary activities of the project. However, in order to have a valid evaluation, it is planned that an independent, uninvolved outside agency is to determine to what degree the primary objectives have been accomplished. Accordingly, the Dixie Institute for Educational Research has been contacted and arrangements made for the development of and preparation for their evaluation services. This will be done prior to January 31, 1969, when the project will come to an end.

Local educational agency: **Marysville Joint Unified School District**
Address: **504 J Street, Del Monte Square, Marysville, California 95901**
Project Director: **Mrs. Mary S. Robertson**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Visual-Retrieval Reading Center
Phase II Pilot Project

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-6-661645-1871 3-7-704230-444	Pilot	7/1/66 7/1/67	4/30/67 9/30/68	19,500 138,754

TARGET POPULATION:

Target population is K-8 at present with 9-12 added as the project develops. Students involved are the population of the school community, as well as students identified for services by Title I Yuba County Reading Learning Center. Teachers throughout the District are presently involved with an on-going in-service training in use of Video Tape Retrieval and the production of software for dial access retrieval as needs are assessed.

MAJOR OBJECTIVE

The major objective is to plan, design, develop and implement an operational pilot model of a Dial Access Information Retrieval System using non-computerized dial retrieval and using 2500 MHz broadcast transmission instead of cable, said system to provide numerous and varied learning encounters in language arts.

OTHER OBJECTIVES

1) **To continue seeking the expert hardware consultant evaluation of the planned retrieval equipment as to its feasibility in the accomplishment of the major objectives of the education program.**
2) **To continue the encouragement of inventive solutions in the planning of the curriculum materials for the reading program that are useful when retrieved.**
3) **To demonstrate the educational improvements which have been and are being designed and developed in this retrieval system which will serve as a "Model" that can be emulated by other schools and district and adapted to their needs.**
4) **To proceed with the system's design and the implementation of Dial Retrieval Video Project using system technology to accomplish our major objectives.**

ACTIVITIES

1) **Pre-planning of both curriculum and engineering specifications prior to funding.**
2) **Completion of the mobile TV van.**

3) Hiring of resident licensed technician for the Project.
4) Processing of the Federal Communications Commission application for 2500 MHz.
5) Video Tape Retrieval Workshops for in-service in conjunction with Dr. Garrett Starmer and Chico State Television Service Center.
6) Assignment of Title III equipment and services to Summer Demonstration School, 1968, jointly sponsored by Marysville Joint Unified School District, Yuba County Schools Office and University of California/Davis.

PARTICIPATION

Because the broadcast phase of the project is not operational, participation has been limited to in-service training and school demonstrations.

DATA OBTAINED

Administrators are more aware of the value in cooperative planning with teachers. They have found that such planning increases teacher self-concept and acts as a morale booster. This same change has also affected some of the teachers not directly involved with the project. The project teachers have been consulting with their colleagues regarding ideas about the project goals. Administrators' self-concept and decision making capabilities have increased as they have found that their skills in group dynamics have been successful in situations where the normal teacher-principal relationships did not exist previous to their involvement in the project. It has given the administrators more time to plan intensively the area of instruction-curriculum rather than in the areas of building operation which normally take up a larger percentage of their time. The project has required them to do outside reading and research in curriculum areas which have added strength to their skills in working with all teachers.

Teachers self-concept as professional educators has increased as they have seen their ideas accepted as having worth, and as they become part of a professional team rather than followers. Once they have been exposed to one idea they continue on their own to search for other ideas that will improve their instructional competence. Their attendance at workshop and various in-service activities has also shown an increase.

For children, by far the happiest change has come about in the way teachers view their role with children.

EVALUATION

As yet criteria have not been determined for a research design to evaluate the results of the impact of this unique project.

Local educational agency: MERCED COUNTY SCHOOLS OFFICE
Address: Merced County Court House, Merced, California 95340
Project Director: Lois M. Bigelow

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

WIDENING CULTURAL HORIZONS THROUGH THE PERFORMING ARTS

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-6-001315-0906	Operation	5/1/66	7/31/67	281.185
		8/1/67	7/31/68	105,911

TARGET POPULATION:

Merced County is a rural area in the central San Joaquin Valley made up of approximately 1,995 square miles with a total population of 108,500.

Students in the area benefiting from the project are of many kinds: some are children of migrant workers, others have always lived on a small farm, a few have traveled much because their fathers are in the military and a few live in well to do homes in a small city.

Because most students in the county lack enlightenment in the arts, the major impact of project is for all students.

The school population is made up of approximately 90% white (20% with Spanish surname), 8% Negro, 1% American Indian and 1% other non-white.

The project was designed to bring performing arts to children in pre-school centers and grades K-12 in the public and parochial schools that wish to participate. Approximately 31,000 students during the school year have benefited.

MAJOR OBJECTIVE

To bring to all students in a rural county live performances in music, ballet, drama and opera.

OTHER OBJECTIVES

Since the arts are an integral part of our civilization, it is hoped that students attending these many kinds of performances will become artistically aware of, and alert to ways in which the arts can enrich their own lives. Increased student participation in artistic activities, motivation to creativity and academic improvement generally should result from these activities. By including ethnic presentations, students should gain an appreciation of the artistic contributions of other cultures.

Local education agency: Merced County Schools Office

ACTIVITIES

Three areas of the performing arts - music, dance and drama are presented to the students by professional groups, college students and local performing groups which include ethnic presentations.

The concept of the total program visualizes the student as progressing from a small audience to larger audience experiences. Therefore program assignments begin with solo and chamber groups within the individual schools for young students and progress to combined audiences in a more concert type setting for upper grade students. These larger concerts held in a gymnasium or theatre would include opera, ballet, orchestra. To assist the teacher in the preparation of a class for the performance, program notes are provided in advance. These include an informative section to acquaint the audience with the performing group and any pertinent information relative to the performance medium, suggested class discussion ideas for before and after performance and suggested materials (films, books, records) to supplement the performances.

PARTICIPATION

The following performing groups are participating in the project: The Enchanters - Merced Chamber Theatre, San Francisco Players Guild, White Oaks Theatre (Carmel Valley), Livingston Little Theatre, Merced Chamber Ensemble, Fresno Chamber Group, Folk Singers Barry Olivier and James Jacobs, Guadalajara Mariachi, St. Matthew Baptist Church Choir, Western Opera Theatre, San Francisco Opera Guild Talent Bank, Grey Eagles (American Indian), San Francisco Ballet, Symphonic Band and A cappella Choir from Fresno State College and Pantomime Theatre Group from San Francisco State College.

These performing groups are brought to students of any non-profit private (parochial) school as well as the public schools that wish to participate in the project.

DATA OBTAINED

Questionnaire data prepared by an evaluation team from San Francisco State College has been obtained from teachers and school administrators as to the effectiveness of the program. Questionnaire data has also been obtained from the performing groups. The schedule of all performance and the circulation of films and books pertaining to the arts are available. Many stories, art work and letters have been received from students.

EVALUATION

The project is bringing three artistic performances a year to 88% of the school population in Merced County.

Local educational agency: Merced County Superintendent of Schools Office
Address: Old Courthouse Building, Third Floor, Merced, California 95340
Project Director: Earl D. Cornwell

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

A Multi-County Supplementary Educational Service Group

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-001315-0906	Planning	5-1-66	7/31/67	$281,185

TARGET POPULATION:

The target population of this planning grant includes the total student population of the five-county service area which was originally listed as 108,748 students. It is the expectation that the total student population will come under the influence of, and be affected by, the activities of the Center through teacher training, greater dissemination of information and improved planning that might be attributed to Center activities and operation.

MAJOR OBJECTIVE:

The major objectives of the Supplementary Educational Service Group were included in the original application. The eight original objectives were:

1. To identify and analyze unmet educational and cultural needs.
2. To establish priorities among these needs.
3. To institute organizational and implementational machinery for a systematic and vigorous attack on these needs.
4. To encourage exemplary programs and innovative thinking to meet the needs.
5. To cultivate and implement an interrelationship between innovational programs of all Central San Joaquin Valley counties to bring about a wider utilization of successful experiences.
6. To design instruments and procedures of evaluation to determine the effectiveness of innovative programs to improve the learning experiences of youth within the various school systems.
7. To recruit the most effective resources to bear upon the solution of educational and cultural needs.
8. To search out current innovative and exemplary concepts throughout the nation which might strengthen local programs and procedures.

OTHER OBJECTIVES: (listed as major objectives)

ACTIVITIES:

1. The identification, analysis and priority ranking of unmet educational and cultural needs was attempted through three major activities:
   1.1 Academic Resources, Inc. of Berkeley, California was commissioned to begin the process. Over 200 questionnaires were distributed and responses analyzed. Two local committees processed the responses and placed them in priority order.

1.2 Standardized test scores of students in the service area were gathered and analyzed through the data processing center at Fresno State College.
1.3 Questionnaires and opinionnaires were distributed among adult and student population in the service area.

The interim needs statement (from the test score analysis) is included with this report.

2. The attack on high priority needs has resulted in several activities being performed. District personnel have been encouraged to plan and submit project proposals. Educators were brought together for planning workshops in order to initiate dialogue and encourage collaboration and better communication. Demonstration workshops have been held, visitations made, and information and reports have been disseminated to service area personnel.

PARTICIPATION:

During the 1966-1967 year of operation, personnel of all five of the county offices, from many of the 105 school districts in the service area and lay groups were involved in the program and planning activities of the Center. The Executive Board of the Center was composed of the five county superintendents, a representative of the Monterey-Fresno Diocese and a representative of Fresno State College.

DATA OBTAINED:

The Supplementary Center as a planning agency has not collected the type of data of its achievement that a project working with students would collect. Hard data of changes effected, or the value of support assistance to districts, simply is not collectable.

EVALUATION:

Evaluation has not been based on hardline base data that some projects can use. The basic function and objective of this Supplementary Educational Center has been to provide services to clients that are meaningful to those clients. The ultimate test of success or lack of success of the Supplementary Center has to be whether those services that have been provided have been used by, and useful to, district personnel; and whether or not there have been repeat requests for services. The project development, projects submitted, workshops presented and other activities have all been centered upon meeting the stated objectives.

(For continuation of this project please see report from Tulare County Superintendent of Schools)

Local educational agency: Modoc County Superintendent of Schools
Address: Box 411, Alturas, California 96101
Project Director: Mrs. Beatrice Carter--Nov. 15, 1967--July 1, 1968

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Modoc County Preschool-Primary Project

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	9-8-073832-0017 (056)	Planning Operating	8/15/67	8/14/68	32,528.00

TARGET POPULATION:

Two hundred children of the ages of 3 years, 9 months to 4 years, 9 months participated in the activities sponsored by the project for these children.

Three hundred children of the ages 4 years, 9 months to seven years of age participated in the establishment of the base line data.

These children live in rural environments often isolated from nearest urban areas by long distances and inclement weather conditions.

Kindergarten and first grade children will be placed developmentally on the developmental level of each child. Children in Modoc County are expected to meet success in their learning experience.

This is a continuing project expecting to developmentally place children in grade two during the third year of operation.

Ethnic groups are listed in the following numbers in pre-kindergarten, kindergarten, grades 1 through 6:

White	Negro	American Indian	Other Non-White	Total
607	5	55	80	747

MAJOR OBJECTIVE:

To place each kindergarten and first grade child in the classroom with curriculum geared for his own individual level of growth and development so that he will experience success; and to prevent failure.

OTHER OBJECTIVES:

Assist parents of preschool children to better prepare their children for educational experiences: In-service training for teachers; curriculum development; closer parent-school working relationships.

ACTIVITIES:

1. Four teachers in Modoc County were sent to Gesell Institute to be trained to administer the Child Development Test.
2. Tests were administered to evaluate the self-concept.
3. Tests were administered to evaluate experiences of rural children before entering school.
4. Four television programs for preschool children were prepared for educational television being introduced to residents of Modoc County for the first time. This was an activity program to show parents some things they can do to prepare children for Educational experiences.

Local Educational Agency: Modoc County Superintendent of Schools

PARTICIPATION:

All children in the county participated in the testing and gathering of data. This included children attending Head Start classes in Alturas. The small population of Indian children also participated in the program. A large percentage of the children in the project come from remote rural areas.

DATA OBTAINED:

The self-concept of the child was measured by use of the Sociogram and the Ladder Game.

Preschool experiences were gathered by administering the Preschool Inventory.

Teachers were asked to rate the children in their classes. An evaluation sheet designed for teacher use is added to this form.

The Gesell Test of Child Development was administered to all children in Kindergarten and those entering Kindergarten in the fall of 1968.

Teacher understanding of the objectives of the project will be re-enforced by a one week workshop held at Chico State College the first week in August.

EVALUATION:

Achievement test scores were used to evaluate achievement in the first grade.

Pre-School Inventory measured experience before entering school. An estimate of school readiness is gained from this test.

The Gesell Child Development Test will be used for placement in the kindergarten or first grade classes where more than one level of the class is in operation. If only one level is in each room as in the small rural schools, the Gesell information will help the teacher know the growth pattern of the child; and the opportunity to individualize instruction is present.

Teacher ratings were used to rate the self-concept of all children. In the first gathering of the kindergarten experience for children in rural northern California a weakness of associative vocabulary is detected at the 4.5-5.5 level. School programs need to compensate for this weakness.

The results of the Gesell test showed that children had been presented learning tasks before they were ready to master them successfully. This test also emphasized the need for some children to be given two years of kindergarten experience due to immaturity.

Curriculum development is needed to enable teachers to recognize behavioral development, and to present learning experiences when it would be meaningful to children who are not as mature as other children of the same age.

Parents need to understand the program and to be responsive to it.

Administrators need to provide the decisions necessary for the implementation of the program.

Local educational agency: Monterey County Superintendent of Schools
Address: Post Office Box 851, Salinas, California 93901
Project Director: Beatrice Ann Ward (Acting)

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project EDINN
(Project for EDucational INNovation)

Funding:			Period of Funding		
	USOE Grant Award No.	Type	From	To	Amount $
	OE-95	Planning	1-19-66	8-31-66	$221,150
	OEG 4-6-000095-0521	Planning	9-1-66	8-31-67	196,965
			9-1-67	8-31-68	154,009

TARGET POPULATION: As a supplementary educational center serving Monterey, San Benito, and Santa Cruz Counties, Project EDINN's target population includes all of the 114,000 students enrolled in the region's public and non-public schools. The area has a diverse population, ranging from Spanish-speaking agricultural workers to a sizable concentration of low-income urban residents and a large number of people in suburban-type communities.

MAJOR OBJECTIVE: The supplementary center's primary objective is to encourage and aid in the development of creative, systematic, efficient attacks upon the educational problems and opportunities of the region.

OTHER OBJECTIVES: In seeking to meet its major objective, the center is concerned with five sub-objectives which define specific aspects of the planning capability provided by the center. These sub-objectives are to: (1) Assess and define the educational and cultural needs of the population of the tri-county area; (2) Identify or design programs to attack identified needs; (3) Provide procedures for evaluation of center activities and of need-solution programs; (4) Provide information about research and development relevant to the educational needs of the region; and (5) Increase the ability of agencies within the region to utilize effectively educational planning.

ACTIVITIES: A substantial portion of the center's work is directed toward the design of programs which have the potential of meeting priority needs of the region. This activity involves a series of related functions.

First, educational needs are identified both through area-wide research and through more specific investigation of problems of sub-populations and individual districts. Particular attention is given to the specification of needs--to the definition of why a problem exists.

Second, priorities are established among identified needs, based upon criticality for the students involved, significance at a regional, state, and national level, and the incidence of the problem within the tri-county area. The educational problems currently receiving priority attention by the center are: (a) the cluster of problems associated with low-income, minority group students, particularly Negro and Mexican American; (b) the need of all students to participate in a teaching-learning process which is differentiated according to their individual learning styles, rates, and objectives; (c) the needs of students for an educational program which facilitates their entrance into the world of work.

Third, in respect to each of these priority needs, the center works with local school district personnel and community members in moving toward the development and testing of potential solutions. These activities include: (a) meetings of regional task forces to probe problems and to review alternatives for meeting them; (b) in-depth study sessions, often extending over a period of several months, with individual districts and individual school faculties to develop plans for introduction of a program change; (c) dissemination of information about innovative programs outside the region; and (d) assistance in securing resources with which to support need solution efforts.

Fourth, the center provides planning assistance for maintaining the quality of innovative programs introduced. This involves help with in-process evaluation and modification of new programs during the pilot phase.

Illustrative of recent activities concerned with program design are: (a) planning a new instructional program for a junior high school serving disadvantaged Negro students; (b) development of "Zip Paks" for migrant students, involving diagnostic instruments and curricular sequences; (c) development of a program to improve the self-concept of low-income, Mexican American children; (d) assistance in planning in-service teacher training programs to support individualized instruction; and (e) introduction to the region of Individually Prescribed Instruction (IPI) and continuing assistance in quality maintenance of the field test.

In addition, the center seeks to strengthen the educational planning capability of the area through such activities as workshops in systems analysis and assistance in planning evaluation designs.

PARTICIPATION: Broad representation of cultural and educational resources within the area, including private schools, is achieved through participation on center task forces, dissemination of information, and representation on the center's Board of Directors.

DATA OBTAINED: Two major types of data indicate the extent to which the center is meeting its major objective: (1) records of the number and type of programs introduced into the region as a result of the supplementary center's activities; (2) assessment of the center's impact on the region by school district personnel and community members.

EVALUATION: A major portion of the evaluation of the center is to be conducted during 1968-69, both locally and at the State level. Preliminary assessment indicates that Project EDINN has substantially increased the capacity and readiness of large portions of the area to support needed educational change and has successfully introduced several significant efforts to attack priority problems. Simultaneously, the foregoing achievements have not been made with all segments of the tri-county region.

Local educational agency: Monterey County Superintendent of Schools
Address: P. O. Box 851, Salinas, California 93901
Project Director: Edwin C. Coffin

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individually Prescribed Instruction (IPI)

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-7-673100-1579	Operational	2-1-67	8-31-67	$ 31,737
9-8-073796-0001	"	8-1-67	6-30-68	83,506

TARGET POPULATION: Individually Prescribed Instruction (IPI) is being field tested in Central Coast California with approximately 800 students. Some 200 children in grades 1-3 are involved in IPI mathematics; the other participating students, about 200 in reading and 400 in mathematics, are in the upper elementary grades. The program is operating in four schools, each in a different district and community setting. Enrollment in these schools comprehends all socio-economic levels and includes about 150 Mexican American children. The students represent a wide range of ability and achievement levels.

MAJOR OBJECTIVE: The primary objective of Individually Prescribed Instruction is to provide instruction in reading and mathematics in which the learner will move ahead in the curricular sequence as far and as fast as his learning rate and capacity will allow and in which the learner will: (a) be actively involved in the learning process; (b) view the learning process as primarily self-directed and self-initiated; (c) be able to evaluate the quality, extent, and rapidity of his progress toward mastery of successive areas of the learning continuum; (d) be engaged in learning activities which are designed to move him from the maximum limits of his present developmental level to new levels of competency and understanding; (e) develop a favorable attitude towards school and learning in general; and (f) manifest increased motivation toward academic subjects.

OTHER OBJECTIVES: Supporting objectives include: (a) to provide teachers with the skills requisite to individual diagnosis and prescription in the teaching-learning process; (b) to change teachers' concept of their role from one of "telling" and imparting information to one of diagnosing and guiding learning; and (c) to demonstrate the potential for individualization of a carefully sequenced continuum of instructional objectives supported with appropriate learning materials.

ACTIVITIES: The program of Individually Prescribed Instruction was developed by the Learning Research and Development Center at the University of Pittsburgh. Activities in Central Coast California have been concerned with the transfer/adaptation of IPI in a different context, with the demonstration of the program (until fall 1968, the only demonstration in the Western United States), and with the testing of the program's effectiveness as a means of providing individualized instruction.

Thus, the major activities of the IPI project in Central Coast California are: (a) extensive training of all school personnel involved in the program, conducted with assistance from the University of Pittsburgh, with particular attention to appropriate means of diagnosing and prescribing for individual students; (b) continuing, in-depth analysis and observation of IPI in classroom operation for the purpose of modifying and improving its application in the local setting; (c) development and testing of alternative staffing and organizational patterns within which IPI may be utilized successfully, consistent with individual school constraints; (d) provision of extensive information about the program to visitors from throughout the nation participating in on-site observations and to other interested persons through descriptive brochures, a film, and correspondence; (e) coordination of the IPI project, both among the schools participating locally and within the University of Pittsburgh's national developmental effort; and (f) evaluation of the program (see below).

PARTICIPATION: The principles and procedures of IPI have been reviewed and discussed by persons throughout the region. Extensive opportunities are made available for community members to observe the program and discuss it with school personnel. Faculties of many non-IPI schools in the region -- including private schools -- have participated in such sessions and, in several instances, have undertaken to apply certain concepts underlying the IPI program in their own schools.

DATA OBTAINED: In addition to the evaluation of IPI at a national level by Research for Better Schools (a regional educational laboratory), the Central Coast project has conducted multiple evaluation activities. These involve: (a) data about the patterns of student-teacher interaction in IPI and comparative classrooms; (b) surveys of student and teacher attitudes toward the IPI program; (c) data about student achievement in IPI and comparative schools as measured by a standardized achievement test; (d) data about student mastery of the IPI objectives in reading and mathematics, in both IPI and comparative schools, as measured by IPI placement tests; (e) information about the socio-economic status of participating students and the results of intelligence testing, both related to data about achievement and mastery; (f) analysis of the presence or absence of those characteristics listed (a) to (f) under Major Objective above; and (g) collection of cost information, to be combined with effectiveness data, for the purposes of a cost/effectiveness analysis.

EVALUATION: Evaluation results are incomplete at the present time. Data collected thus far suggest that students in IPI classes work independently for a greater period of time than do students in comparative classrooms and that large group instruction is less common in IPI classes than in non-IPI classes. Extensive evaluative data will be available during 1968-69.

Local educational agency: Monterey County Superintendent of Schools
Address: P. O. Box 851, Salinas, California
Project Director: James Stefan

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: MIGRANT STUDENT RECORD TRANSFER SYSTEM

Funding:			Period of Funding		
	USOE Grant Award No.	Type	From	To	Amount $
	OEG-3-7-703865-4441	Planning	6-27-67	6-30-68	$23,134

TARGET POPULATION: The immediate target population included the approximately 3,000 migrant children who enter and leave the schools of Monterey County annually. Beyond that, the target included approximately 78,000 migrant children who move about in California annually. These students, with severe educational problems arising from their frequent movement during the school year, lack records of their educational history which can assist schools in planning their school placement and instructional program.

MAJOR OBJECTIVES: To identify the data about migrant students which should be available in order to afcilitate provision of appropriate educational programs for them and to determine the most feasible methods of gathering, storing and retrieving such data.

OTHER OBJECTIVES:

1. Collect information about the educational programs and learning procedures currently provided migrant students in order to identify common elements for purpose of records.
2. Coordinate and cooperate with other states responsible for the design and development of a national migrant student record transfer system.
3. Coordinate and cooperate with the project being developed by the Sacramento Regional Educational Data Processing Center.
4. Utilize the work done by ESEA Title I, Migrant Amendment, to evaluate the feasibility of integrating it with existing or proposed automated educational systems.
5. Participate with the Director of the California State Department Educational Data Processing Project in evaluating the impact of a migrant student record transfer system in California.

ACTIVITIES: Activities have included:

1. Meetings with classroom teachers.
2. Development of sample data collection forms.
3. Collection of migrant data on approximately 2,500 migrant children in Monterey County.
4. Cooperation with the State Department of Education and with other states on: (a) synchronizing data collection; (b) using the same data collection form nationally; (c) discussing the mechanics of migrant data transmittal; and (d) discussing funding of such transmittals.

5. Close cooperation with the Monterey County Migrant Education Project.

PARTICIPATION: Participants have included countless classroom teachers who have contributed the information on the migrant students.

There has also been close cooperation with the State Department in the development and initiation of the "Migrant Student Record Transfer" form distributed and collected from all participating school districts in the county.

A number of State Department meetings have been held with other western state representatives, and Monterey County has been a participant in these meetings by reason of its project.

DATA OBTAINED: Data obtained includes transfer in and out records of approximately 2,500 migrant students. These include name, address, grade level, level of English spoken, place coming from, place going to, month arrived, month departed, health data and instructional information.

EVALUATION: Feasibility of an extensive Migrant Pupil Record Transfer System remains a question mark. A plan, established by the State Department of Education and with mandatory participation by all school districts receiving migrant funds, is in effect.

The State Departments of Education of several states are in agreement that establishing, coordinating, and funding a migrant student record transfer system continues to be a formidable problem.

Local educational agency: Napa County Superintendent of Schools
Address: 1130 Main Street, Napa, California 94558
Project Director: Dr. Nelson C. Price

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

FOUR COUNTY REGIONAL PLANNING PROJECT
(The North Bay PACE Centers)

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-001638-0921	Planning	6-1-66 -	6-30-67	149,725.00
		7-1-67 -	8-31-68	141,201.00

A. TARGET POPULATION:

Potential "target populations" or clients within the region includes:

1.	Public School Pupils	165,439	(K - 12)
2.	Non-Public School Pupils	12,655	(K - 12)
3.	Educators (approx.)	7,650	(K - 14)
4.	Public School Districts as of 7-1-68	79	(K - 14)
5.	Non-Public Schools	42	(K - 12)
6.	County Schools Offices	4	

B. MAJOR OBJECTIVE:

"To work with local educational agencies, counties and districts, public and private, in developing and/or operating programs, at the direction of the Executive Board, to resolve high priority regional problems". (Adopted by North Bay PACE Center Executive Board, April 16, 1968.

C. OTHER OBJECTIVES:

The following objectives were set as subsidiary to the major objective on April 16, 1968. They were adopted in modified form in all prior consideration of objectives of the Center and are listed here in abbreviated form.

1. To systematically identify educational needs of learners.
2. To work with advisory committees and the Executive Board in establishing priorities of needs.
3. To assist in diffusing successful educational practices.
4. To assist in developing and implementing evaluation plans.
5. To work with county and district offices in identifying and disseminating information about available resources.
6. To evaluate the effectiveness of the work of the Center.

D. ACTIVITIES: (Major)	E. PARTICIPATION:
1. Initial "Unmet Needs" survey of school-oriented personnel.	1. 250 public and non-public school administrators (36% response).
2. Curricular needs of North Bay Schools.	2. 2,220 students in grades 6, 9, 12; 81 teachers, 109 parents, 118 administrators and related personnel
3. Survey of vocationally oriented instruction.	3. All school districts and individual public schools in the region (50% response).
4. Small High School Study of Individualized Instruction.	4. 9 public and non-public schools actively participated.
5. Setting of priorities.	5. All four county advisory commitees plus the Executive Board.

Local Educational Agency: Napa County Superintendent of Schools

6. Development of project proposals.	6. The Center worked with 39 LEA's on 60 project ideas between September 1, 1967 and April 30, 1968. 15 projects were funded, and others are still under consideration.
7. Project planners handbook.	7. 25 LEA's (approx.)
8. Pilot operation of Resource Retrieval System.	8. 3 county offices, 3 districts, 2 non-public schools.
9. Distribution of publications and information on ESEA Title III, the North Bay Center, and other Federal aid.	9. 4 county offices, 79 school districts, 56 private schools. The Center newsletter, PACELINE, was distributed to all certificated personnel (approx. 8,000) in public and private schools in the region, plus a mailing list.
10. Orientation Field Trips: One by plane to Monterey (2 loads in 1966-67) and one to Fresno; 2 by bus within the region.	10. In 1967-68, lay citizens, representatives of private schools, public school classroom teachers and administrators and county office staffs.
11. Presentations to school and community groups.	11. 31 presentations involving 1,159 individuals.

F. DATA OBTAINED:	G. EVALUATION: (sample of key findings)
1. Extent of involvement.	1. See Section E above.
2. Staff time survey.	2. Average working day was 9.9 hours; "Field time" spent in each of the four counties ranged from 21% to 31%. 29% of the time staff worked with other school personnel, while 39% of work was done alone or with one or two other staff members. 32% of time was spent on project development.
3. Evaluation of Needs Study. (Mailed questionnaire)	3. Strengths outweighed weaknesses by 57% to 43%. 50% of respondents planned to use results for "planning", 18% did not.
4. Evaluation of project proposal review procedure. (Mailed questionnaire)	4. 53% of ideas presented were developed into proposals. Favorable responses concerning the quality, practicality, procedure etc. of PACE staff efforts ranged from 72% to 92%.
5. Effectiveness of PACELINE (Telephone sample survey)	5. 53% of all responses to 5 questions were "informed", indicating specific knowledge of contents.
6. Evaluation of Orientation Field Trips (on the spot questionnaire)	6. Checks on a three place rating scale showed highly favorable reaction to five questions.

Local educational agency: Napa Valley Unified School District
Address: Veterans Home Station, Yountville, California 94599
Project Director: Robert R. Wells

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Napa Experimental Forest

Funding:	USOE Grant Award No.	Type	Period of Funding From To	Amount $
	OEG-4-7-662530-0246	Operation	9/1/66 - 8/31/68	132,138

TARGET POPULATION: The Napa Experimental Forest is designed to serve the students, grades four through twelve, (approx. 10,000) of the Napa Valley school district and the families which include junior high school boys with delinquency tendencies. The major concentration of the project is focused upon providing these delinquency prone boys (ages 12-16) with a meaningful alternative to the normal school environment.

MAJOR OBJECTIVE: To provide predelinquent junior high school boys with academic and vocational experiences utilizing the maintenance of realistic enforceable social norms limiting social deviation which will serve to rehabilitate them to normal school activities.

OTHER OBJECTIVES: To provide field experiences in environmental education for boys and girls from grades four through twelve.

ACTIVITIES:

Forestry Phase:
(Delinquency Prevention)

1. Individualized classroom instruction (maximum class size 10)
2. Vocational training program in forestry (maximum class size 10)
3. Family therapy program designed to aid families to an understanding of their boy's needs and problems
4. Student training in group cooperation

Science Study Phase:

1. Students (grades 4-12) visit the forest laboratory twice a year for confrontation experiences with the environment (visit duration 5 hours)
2. Each forest visit is preceded by a pre visit which provides the classes and the instructors with information and processes to be experienced in the field.
3. Each field experience is led by a science resource instructor, the regular classroom teacher and parent volunteers.
4. Each field experience is followed up in the classroom by the teacher and the resource instructor to consolidate learned concepts.

Local education agency: Napa Valley Unified School District

PARTICIPATION: 53 boys from three junior high schools have been enrolled in the project.

By June 1969 the project will have received approximately 16,000 visits to the outdoor laboratory, 450 of these representing private schools.

DATA OBTAINED: 53 boys with delinquency tendencies have been in attendance at the project. Thirty-one of these boys have returned to the regular school environment and are functioning with increased harmony, 20 boys are continuing in attendance at the project and 2 have been committed to juvenile facilities. Ninty-six percent of the students have either been returned to school or are still enrolled in the project. The average increase in attendance of these boys is 19%.

EVALUATION: A ninty-six percent rehabilitation factor would seem to indicate that such a program is competent to change behaviors and attitudes. Further development of these boys in the regular school will effect the extent to which the objective has been achieved.

This project was presented an award (Delinquency Prevention Commission) for the best program of 1967.

Local educational agency: Newport-Mesa Unified School District
Address: 1601 Sixteenth Street, Newport Beach, California
Project Director: L. E. Shuck

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Instructional Tasks Project

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-7-663060-2727	Planning	2/15/67	6/30/68	$144,775

TARGET POPULATION:

The target population could be defined as the community served by the Newport-Mesa Unified School District. For sampling purposes this community was divided into four sub-communities:

Parents - The parents of students presently enrolled in grades K-12, Newport-Mesa Unified School District.

Social - Individuals in this sub-community were further divided into:
Social Organized (members of civic-oriented organizations)
Social Non-Organized (individuals drawn at random from the telephone directory)

School - Administrators, counselors, teachers from levels K-12, Newport-Mesa Unified School District.

Youth - Students presently enrolled in grades 10-12 and graduates of the Newport-Mesa Unified School District.

MAJOR OBJECTIVE:

To develop and apply a model of school-community communication to curriculum planning and the evaluation of reporting of student performance.

OTHER OBJECTIVES:

Involvement of school staff in the area of understanding and identification of performance objectives.

ACTIVITIES:

The community served by the Newport-Mesa Unified School District was divided into four sub-communities: Parents, Social, School and Youth. Random samples of each sub-community were interviewed individually or in groups using the Critical Incident interview technique. Eleven-hundred (1100) individuals contributed data. The behaviors were grouped into categories which were organized into a topical framework. The procedure for relating the behaviors into meaningful categories underwent modifications. The representativeness of the respondent sample was tested by a study of those who had not responded in the original sampling. Representatives of the four sub-communities evaluated the community profile content.

PARTICIPATION:

Random samples of the various sub-communities were drawn in such a way so as to provide for the participation of persons representative of the cultural and educational resources of the area to be served. Selected individual interviews were conducted as a check on the representativeness of the original samples from which data was gathered. Samples drawn from the Parent, School and Student sub-communities involved individuals served by the Newport-Mesa Unified School District. The Social sub-community involved individuals selected at large from the entire community.

DATA OBTAINED:

Results of the First Year of Effort - The main products of the first year of effort were:

.1 A set of specific behaviors representing community concerns for its youth.
.2 A taxonomy of the behaviors.
.3 An interim model for developing effective school-community communication.
.4 Knowledge of the process of applying the critical incident techniques as part of the communication model.

The taxonomy of behaviors appears to represent substantial progress toward:

.1 An effective operational model for communication between school and community.
.2 Development of instructional objectives based on community concerns and measures of performance of these objectives.
.3 A description of commonalities and differences among parts of the community in their concerns for youth.
.4 A language and referent data which will help school and other community members to communicate better about student performance.

EVALUATION:

Panels of community members reviewed the first year of progress favorably on the whole and made specific ratings of the importance of behavioral categories and the extent to which each was a responsibility of the school. Panel members seemed satisfied with project progress and product, and some were openly enthusiastic about future possibilities.

Local educational agency:	NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Address:	1601 Sixteenth Street; Newport Beach, Calif. 92660
Project Director:	Mrs. Fay Harbison

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

SPACE SCIENCE LEARNING PROGRAM

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-7-672192-0082	Planning	9-1-66	1-31-68	44,325.00
OEG 9-8-005550-0042 (056)	Operational	2-1-68 2-1-69 2-1-70	1-31-69 1-31-70 1-31-71	72,762.00

TARGET POPULATION:

The project serves not only the 26,428 students who live within the boundaries of the Newport-Mesa Unified School District, grades K through 12, but also students in participating school districts throughout Orange County, where the total average daily attendance of children (grades K-12) is 325,410. Thirty-one faculty members of the district have planned and written programs under the direction of one district administrator. However, representatives of most school districts in Orange County have shared in the professional seminars.

MAJOR OBJECTIVES:

1. To improve and enrich science and math offerings for students K through 12 through the implementation of specialized programs to meet new curricular needs of students brought out by the Space Age.
2. To bring science curricular offerings "up to the minute" by making it possible for space scientists and teachers to work together in the development of identified curricular needs.

OTHER OBJECTIVES:

1. To stimulate learning in science and math by presenting new information in new ways from a mobile science laboratory.
2. To enrich learning opportunities in summer session by offering experimental Space Science units.

ACTIVITIES:

Specialized curricular units developed by teachers with the assistance of scientists and engineers from local space industries are being implemented in the classroom in experimental situations by the teachers who wrote them and are being evaluated with the assistance of a research consultant. Teachers in six schools within the school district are participating in the program. The new units extend from Space Science in the Elementary School, First Grade, through Space Law for High School Seniors.

The first of a three year program of science center activities which are being established include:

Local education agency: NEWPORT-MESA UNIFIED SCHOOL DISTRICT

1. A High School Summer Science Seminar presented by teachers and scientists.
2. A Space Science Seminar for Sixth Graders presented by teachers and local scientists.
3. Two summer seminars for teachers of science and math.
4. The establishment of an information retrieval system within a Space Science Library.
5. Implementation of activities in the Mobile Science Laboratory.

PARTICIPATION:

The scientific community, as it is represented in space industries throughout Orange County, has served as an Advisory Board which has identified new curricular needs, has planned student and teacher seminars, and has developed plans for a Mobile Science Laboratory. Board members and space industry colleagues have worked with teachers and have presented lessons directly to students in seminars and in elementary, junior high and senior high school classes. The human resources available to the district are being utilized to share the task of educational responsibility. Members of the faculty of the University of California at Irvine have served on the Advisory Board, in the development of units and in student seminars.

Non-profit private school children have been included in all student seminars, and the experimental Mobile Science Laboratory will extend services to interested schools. A staff member at Our Lady Queen of the Angels school in Corona del Mar has been active on the planning committee for the Mobile Laboratory.

DATA OBTAINED:

Sixteen new units on Space Science have been written and are being introduced into the science and math curriculum on selected grade levels in the elementary school, within traditional subjects at the high school level, in completely new subjects on the high school level, and in units within the social science field. The units contain data in many cases presented for the first time to students. The data within the units represents science and mathematics information prepared by teachers and scientists for the purpose of stimulating learning within students and for assisting them to prepare for a rapidly changing environment.

EVALUATION:

A statistical, documentary and clinical evaluation has been planned of the activities of the Space Science Learning Program as a whole and for the individual units within the program. General Learning Corporation is assisting teachers and the director in the development of evaluation measurements which will make possible an analysis of how new data and new activities are affecting student learning.

Local educational agency: Orange County Schools Office
Address: 1104 West Eighth Street, Santa Ana, California 92701
Project Director:

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Regional Data Processing

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-000711-0623		2/3/66	6/30/67	$174,108

TARGET POPULATION:

NO REPORT RECEIVED.

Local Educational Agency: Orange County Superintendent of Schools
Address: 1104 West Eighth Street, Santa Ana, California 92701
Project Director: Robert B. Sinclair, Ed.D.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

ORANGE COUNTY SUPPLEMENTARY EDUCATIONAL CENTER

Funding:

USOE Grant Award No.	Type	Period of Funding From	Period of Funding To	Amount $
OEG 4-6-001184-0902	Planning	5-1-66	6-30-67	117,991
OEG 4-6-001184-0902	Planning	7-1-67	6-30-68	30,995

TARGET POPULATION:

Thirty elementary, secondary, and unified school districts serve 337,000 students in addition to parochial and other non-public school students.

MAJOR OBJECTIVES:

The primary objective of the Orange County Supplementary Educational Center has been to encourage and aid in the planned development of innovative and effective attacks upon the priority needs of education in Orange County.

OTHER OBJECTIVES:

Primary emphasis has been to work toward a reallocation of existing educational resources in the area, both financial and human, to establish a permanent planning and development agency for the county. This emphasis has been given expression in the form of twelve behaviorally stated mission objectives for the Center.

ACTIVITIES:

1. Initiate planning in response to identified educational needs in Orange County.
2. Assist LEA's as requested in planning and developing programs for priority educational needs.
3. Assist LEA's as requested in evaluating operational projects.
4. Provide a planning and research resource for the County Schools Office.
5. Extend and improve the involvement of educators and the lay community in the planned development of innovative programs.
6. Extend and improve the dissemination of information regarding Title III programs and innovations in education.
7. Extend and improve the understanding and use of systems management methods within the county's educational establishment.
8. Assess the regional needs for educational programs necessary to reduce the causes of civil disorder, and provide leadership in planning appropriate programs.

9. Extend and improve the Center's efforts to promote diffusion and adoption of worthwhile innovative programs.
10. Extend and improve the understanding of change strategies and processes among educators within the county.

PARTICIPATION:

A county-wide Citizens Planning Committee has functioned as an integral part of the Center's operation. Broadly representative of the cultural, business and educational communities, the Planning Committee of approximately seventy-five members has provided a broad based planning capability for the Center's operation. Like the Center's Board of Directors, the Planning Committee meets monthly. Membership on the Board of Directors was governed by provisions of the State Plan for the implementation of Title III.

EVALUATION:

As a matter of practice the activities of the Center have been regularly evaluated using self made evaluation instruments. With the exception of the Arthur D. Little Inc. study, no formal evaluation has yet been made of the total Center operation.

DATA OBTAINED:

The Center completed and in part has implemented a regional needs assessment study. Data from that study has been disseminated regionally. Data has also been gathered from the educational community regarding the need for information and/or training in planning for and employing strategies for change. Needs identified in this second survey are currently being treated through regional training programs.

Local educational agency: Orange County Superintendent of Schools
Address: 1104 West Eighth Street, Santa Ana, California 92701
Project Director: Ralph C. Hickman (Reported by: C.D. Johnson)

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

SUMMER SCHOOL FOR DROPOUT RECOVERY

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-6-000290-0343	Operational	3-25-66	6-30-67	167,789.00

TARGET POPULATION:

The program was available to all Orange County youth in public, private and parochial schools in grades 6,9,10,11, and 12 who dropped from school or who were identified as potential dropouts. The proposed project established two summer school centers for the recovery of high school dropouts and potential dropouts and one summer school for graduating sixth grade students labeled potential dropouts. Each center accommodated approximately 100 students. The two high school programs operated for 8 weeks and the elementary for 6 weeks. The professional staffs of each center included 5 counselors, 5 teachers, 1 psychologist and a principal. These were supported by a project director, assistant director, coordinator of research and testing, and one nurse. The program was operated on a limited basis during the summers of 1964 and 1965 with funding other than ESEA Title III funds.

MAJOR OBJECTIVE:

To return students to an educational program.

OTHER OBJECTIVES:

The students changed their attitudes toward school, themselves, parents and society. They learned they were not "dumb," that they could do the work required in school. They evidenced an increase in self-confidence.

ACTIVITIES:

The students explored local vocational and educational opportunities. Field trips to various industries, junior colleges and civic organizations served as a catalyst for many group discussions. Speakers from various occupations served as models to facilitate occupational insight. Group counseling, role playing, psycho drama and individual counseling were tools used by counselors and teachers to aid students to involve themselves in learning more about themselves as individuals and their expected role in society. The curriculum encompassed communication skills, art and crafts, and mathematics.

Local educational agency: Orange County Superintendent of Schools

PARTICIPATION:

Sixteen countywide civic organizations, the Orange County Probation Department, the Board of Supervisors, all of the unified and high school districts within the county and twelve private schools supported the development of this project.

EVALUATION:

Over 90% of the students returned to high school in September, 1966 and 69% of those who were available in June, 1967 were still in school or had already graduated.

DATA OBTAINED:

Attendance Records of students in the three schools was high. In one of the summer schools 94% attended without missing a day. The three year attendance percentage was 87% average daily attendance. Parent reception and participation in the entire three year program was outstanding. Back to school nights drew over 96% of the parents.

Local educational agency: Orange County Superintendent of Schools Office
Address: 1104 W. 8th Street, Santa Ana, California 92701
Project Director: Ronald B. Linsky

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Orange County Marine Science Floating Laboratory

Funding:			Period of Funding		
	USOE Grant Award No.	Type	From	To	Amount $
	3-7-703779-4257	Operational	7-67	6-68	$84,169

TARGET POPULATION:

THE FLOATING LABORATORY involves 29 of the 30 districts of Orange County California including 2 non public school segments (Archdiocese and Lutheran schools). The participants are students currently enrolled in science classes (Gen. Sc., Biology, Chemistry, Physics, Life Sci., Phy. Sci., Earth Sc.) They represent grades 7-12 with an age span from 13 to 19. Attitudinal changes regarding the marine environment are focused upon by the LABORATORY experiences. Involved with the 11,000 students are 450 classroom teachers. However, during the year the program is offered to 1000 teachers as a part of workshop programs through the University of California.

MAJOR OBJECTIVES:

1. Utilize all possible talents and resources to develop an unusually valuable and meaningful educational experience.
2. Develop student appreciation and understanding of the sea.
3. Extend student awareness of the need to apply sound conservation practices in the use of the ocean.
4. Provide students with a "hands-on" experience in the handling and use of scientific equipment.
5. Improve students' understanding for the need to bring the tools and concepts of many scientific disciplines to bear on the problem of investigating the secrets of the sea.
6. Assist students in the investigation of the educational and vocational opportunities associated with marine science.
7. Encourage the development of marine science as a permanent part of educational programs.
8. Produce materials of instruction for district classroom use.

OTHER OBJECTIVES:

Scientific data regarding ecology of inshore water; weekly data dissemination to United States Oceanographic Institutions; Teacher Workshops; National Marine Science Education Conference; Graduate Students Teaching Assistants Program.

Local Educational Agency: Orange County Superintendent of Schools Office

ACTIVITIES:

The students participating in this "Hands-On Practice of Science" are working crew members on board the Fury II while she cruises in the Southern California coastal waters off Orange County. The students are not observers but actively responsible for collecting all scientific data from the marine environment. The on board activities include use of the Bathythermograph, Ekman Current Meter, pH Meters, Oxygen Analyzers, Fathometer, Radio-Direction Finder, Nansen Bottle, Van Dorn Bottles, Plankton Nets, Trawl Net, Peterson Grab, Biological Dredge and chemical analyses of sea water. They are also responsible for properly identifying all specimens collected during their cruise.

PARTICIPATION:

The FLOATING LABORATORY program has been made available to all educational agencies, both public and private. The vehicle has also been made available to the University of California, University of Southern California, California State College at Fullerton, Long Beach and the local Junior College, especially those offering Marine Technology programs.

DATA OBTAINED:

The acquisition of data regarding goal achievement has been accomplished by utilizing the Turner-Yeremian Marine Science Inventory (Form A). This is a sematic differential instrument designed by the project to measure attitudinal changes at the Third Level of Blooms Taxonomy (Valuing) of the participating students resulting from their experiences on board the Floating Laboratory. The instrument was administered to 4700 students during the first half of the 1967-68 program. Evaluation of instructional materials was carried out by participating teachers at the end of each semester.

EVALUATION:

Final data analyses are, at this date, in progress at the University of California Irvine Computer Center. A final report will not be forthcoming until September 30, when the final statistical analyses are submitted to the program director.

Local educational agency: Orange County Schools Office
Address: 1104 West Eighth Street, Santa Ana, California 92701
Project Director:

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Marine Biology Pilot Program

Funding:

USOE Grant Award No.	Type	Period of Funding From	 To	Amount $
OEG-4-7-672278-0084		8/1/66	2/1/67	$15,467

TARGET POPULATION:

NO REPORT RECEIVED ON THIS PROJECT
BUT SEE REPORT PRECEDING.

Local educational agency: Pajaro Valley Unified School District
Address: 165 Blackburn Street, Watsonville, California 95076
Project Director: Gregory Wosnick

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Project Future

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-074354-0016 (056)	Planing	8/15/67	11/30/68	$37,391

TARGET POPULATION: Students of junior high school age, 12 to 14 years old are the target of Project Future. The immediate center of project efforts are the junior high school students in the Pajaro Valley Unified School District, particularly those in the Aptos School where the faculty has had major responsibility for planning and piloting the program. These students evidence certain characteristics and attitudes to which the project is addressed: a feeling that much of what they learn in school is irrevelant; a desire for more varied techniques of instruction; an uncertainty and insecurity about themselves as young adolescents and about the transitional problems in moving from an elementary to a junior high school; and a concern about their future in the world of work and the problems of leaving their present rural environment and living in a metropolitan area. Approximately 20 teachers have served on the project team, representing several junior and senior high schools in the district.

MAJOR OBJECTIVE: The key objective of Project Future is to plan and pilot an exemplary educational program, with major focus on the social sciences, which will provide differentiated curriculum and instructional processes appropriate to student needs.

OTHER OBJECTIVES: In order to meet the project's major objectives, five other objectives have been sought: (1) To develop and utilize procedures for assessing the needs of the junior high school students in regard to: (a) social science content, (b) teaching-learning processes, (c) social/personal values and problems, and (d) the transition from elementary to junior high school. (2) To develop and apply procedures for assessing alternative curricula in the social sciences. (3) To combine the results of the needs and curricula assessments into a comprehensive instructional plan in the social sciences. (4) To pilot, evaluate, and modify as necessary the planning product; and (5) To provide other school districts with a model process for assessing student needs and planning instructional program.

ACTIVITIES: Project Future involves two major types of activities: those concerned with planning the social science program and those related to piloting and refinement of the program.
Planning activities have been: (1)Ddetermination of types of information required in order to assess student needs and develop effective instruments of assessment. (2) Assessment of needs in four major respects: (a) social science content requirements as perceived by 7th and 8th grade students and by their parents, (b) requirements for the teaching-

Local education agency: Pajaro Valley Unified School District

learning process as preceived by 7th and 8th grade students, (c) social and personal problems of junior high school students as perceived by them and by members of the community, and (d) problems associated with transition from the elementary to the junior high school as perceived by 6th and 7th grade students. (3) Interpretation of the results of the needs assessment and translation of these results into specifications for the educational program. (4) Establishment of a relationship with the Social Science Education Consortium (Boulder, Colorado) and collection of new curricula in the field of the social sciences. (5) Investigation of means of assessing curricula in terms of their appropriateness in meeting identified student needs. (6) Detailed analysis of curricula in terms of their objectives, teaching-learning procedures, availability, and cost and content orientation; and (7) Selection of curricula to be tested. Activities concerned with the piloting and refinement of the program are: (1) Testing of the educational program developed by (a) implementation of a planned sequence of learning units with alternative sequences and units tested by various members of the team, (b) placement of students in the learning sequence according to scheduling and grouping schema, and (c) continual review and modification of the sequence of units and placement of students on the basis of piloting experience. (2) Presentation of designated units utilizing specified teaching-learning approaches. (3) Evaluation of the total project; and (4) Refinement of processes and data for needs and curricula assessment.

PARTICIPATION: Members of the community have participated in the project through a community panel utilized as part of the assessment procedures. Personnel from other school districts in the region and from private schools are being informed about the processes developed in Project Future and those interested in utilizing these processes will be given assistance by the project team.

DATA OBTAINED: Data are being sought in relation to: (1) The extent to which total project objectives and student needs are met. (2) The degree to which the objectives of individual social science units are met; and (3) The extent to which project processes (assessing needs, defining objectives, selecting program components, and developing organizational patterns) have accomplished what they were intended to do.

EVALUATION: Evaluation of the project will not be completed until the conclusion of the 1968-69 school year.

Local educational agency: Palo Alto Unified School District
Address: 25 Churchill Avenue, Palo Alto, California 94306
Project Director: Dr. Murray Tondow

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Computer-Based Course Selection Program

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-6-001701-0908		5/1/66	6/30/67	$55,355
3-7-704391-4261	Operation	7/1/67	6/30/68	52,719

TARGET POPULATION:
The project is of value to all ninth grade students. The project population involved a large sample of ninth grade students at Wilbur Junior High School.

MAJOR OBJECTIVE:
The prime "imporvement" sought in the target population is improved decision-making skills resulting in more effective decisions involving tenth-grade course selection.

OTHER OBJECTIVES:
Our "fringe benefits" have included: 1) assistance to our school counselors, and 2) enabled us to facilitate and improve course scheduling.

ACTIVITIES:
1) Expand dialogue modules, especially vocational aspects.
2) Debug expanded program
3) Systematize counselor inservice
4) Systems analysis
5) Run "duplexed run" with large group of students
6) Assess and evaluate tests, questionnaire
7) Disseminate information about project.

PARTICIPATION:
"Participation of persons broadly representative of the cultural and educational resources of the area to be served" include a district-wide counselor advisory committee. Also, all data and computer programs are available.

DATA OBTAINED:
The data obtained includes the following:
1) actual student-computer dialogue
2) Student course selection list
3) Interview data with students, parents and staff

EVALUATION:
There is a strong desire on the part of the staff to continue these efforts.

Local educational agency: Palo Alto Unified School District
Dr. Harold T. Santee, Supt.
25 Churchill Avenue
Palo Alto, California 94303

Project Director: Clyde E. Parrish, Science Department
Cubberley Senior HIgh School
4000 Middlefield Road
Palo Alto, California 94303

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Development Program to Attain Stated Behavioral Objectives in Science: A System Approach

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
4-7-673011-2862	Planning	2/1/67	6/30/68	$106,880

TARGET POPULATION:

High school students of science will ultimately benefit from this project. Specific work done under the project was with biology, geology and earth science students at Cubberley Senior High School.

MAJOR OBJECTIVE:

The central objective of the project was the definition and development of effective instructional systems at a pilot level for achieving selected terminal behaviors in science students.

OTHER OBJECTIVES:

Subordinate objectives involved the identification of terminal behaviors, student and teacher capabilities, the definition of hardware and software needs, a survey of existent instructional systems, and the content of science courses, the identification of teacher roles, and other elements of existent and potential instructional systems.

ACTIVITIES:

As part of the systems approach, the following tasks were identified and organized in flow sheet form.

1. Define Hardware Types
2. Identify Present Equipment
3. Survey Available Hardware
4. Survey Instructional Systems
5. List Objectives
6. Order Objectives
7. Select Objectives
8. Define Objectives Operationally
9. Conduct Implementation Analysis
10. Define Courses
11. Identify Present Objectives
12. Define Student Capabilities
13. Identify Present Student Roles and Objectives
14. Define Student Vocational Objectives
15. Identify potential roles and Interactions
16. Select Desired Roles and Interactions

17. Define Teacher Capabilities
18. Identify Present Teacher Roles
19. Identify Teacher Support Roles
20. Develop Cost Effectiveness Models and Rules
21. Cost Present System
22. Select Equipment
23. Select Candidate Systems
24. Select Functional System Models
25. Define Candidate Systems

PARTICIPATION:

One of the unique features of this project was the nature of the team that was brought together. It was composed of five science teachers from Cubberley Senior High School and a group from the Education Systems Section of Lockheed Missiles and Space Corporation. The Lockheed portion of the team included systems analysts, and educational psychologists. The research design was developed by one of the psychologists and one of the systems analysts was responsible for the overall plan and task definition used to carry out the grant.

As a planning effort the project was not in a position to "serve" and did not attempt to involve a broad spectrum of either school personnel or students.

DATA OBTAINED:

The primary objective of the project was not data collection; however, as the work progressed it became apparent that a pilot test of at least one of the potential instructional systems needed to be a part of the total effort. Thus a test of a modest nature was made in an effort to compare the effectiveness of two methodologically different instructional systems. One method was that of the self-contained classroom. The other was an individualized method comprised of a mix of individualized lecture (via tape recorder), laboratory, small group discussion and learning rate.

The results showed that individualized instruction was superior to the self-contained classroom. It also showed that reduction of teacher-pupil ratio without modification of the form of instruction does not improve learning. Students reported, via questionnaires that individualized learning was more effective but was monotonous and isolated. The test also showed that equipment must display a very high level of reliability of performance and be very easy to maintain to not interfere with instruction.

EVALUATION:

The pilot test data indicates a need for extensive research into the effectiveness of instructional systems. The pilot test needs to be replicated many times in operating schools with educational researchers and teachers as co-workers.

The pilot test proved to be an effective form of research into instruction. A major feature was the careful effort to identify the variables that affect instruction. Four such categories of variables were identified: instructional mode, instructional media, the structure or sequencing of instructional events, and the content selection. Thus a deficiency of much educational research was avoided.

Local educational agency: Paradise Unified School District
Address: 5911 Maxwell Drive, Paradise, California 95969
Project Director: Russell Meserole

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Paradise Earth Science Flying Classroom

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 9-8-006562-0097(056)		6/1/68	6/30/69	3,772.00

TARGET POPULATION: Students enrolled in the Earth Science classes in Paradise High School who are in grades nine to twelve are the experimental group. Ninth grade students taking the same subject at Nova High School in Redding are the control groups.

MAJOR OBJECTIVES: (1) To give secondary students an understanding of spatial orientation and spatial interaction concepts of earth science that will be enriching, meaningful, and applicable.

(2) To teach man's relationship to his planet so that secondary students will have an understanding of the causes and effects of man's settlement and activities.

(3) To teach secondary students skills and concepts that can be directly and lastingly related to a productive membership in society.

(4) To teach secondary students, through a third dimensional approach, the need for conservation of natural resources.

(5) To teach secondary students value concepts and the comparative advantages of proper utilization of natural resources in regard to the ever increasing demands upon those resources.

OTHER OBJECTIVES: (1) To make students aware that flying is an important part of their world.

(2) To arouse vocational interests in flying.

(3) To use flying as a means for arousing interest in historical events and cultural activities.

ACTIVITIES: Students for this experiment have been identified for participation. Instructional program has been organized within the present curriculum structure to allow for flying of students and presentation of materials relevant to content of study have been completed.

Local education agency: Paradise Unified School District

PARTICIPATION: Instructors of geography and geology at Chico State College have displayed an interest in the approach that this project proposes to utilize. They have offered their assistance in the project and hope to find ways that they might also implement a similar approach with their students. Dr. Robert E. Hill, president of the College has been most cooperative.

The Butte County Superintendent of Schools has been interested in this unique teaching experiment and has supported the project by loaning a member of his staff to assist with testing and evaluation. Standardized tests have been purchased for the students involved.

DATA OBTAINED: Several objective tests have been administered to the students preceding their flying experiences. Further data has not been accumulated for comparative results because flights have not at this date been implemented.

EVALUATION: Incomplete at this date.

Local educational agency: Pasadena Unified School District
Address: 351 South Hudson Avenue, Pasadena, California 91109
Project Director: Gertrude Fox, M.D.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

TV: A NEW DIMENSION IN HEALTH INSTRUCTION

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 9-8-005386-0044 (056)	Operation	3/1/68	2/18/69	141,483

TARGET POPULATION:
The first units of the televised health science lessons on drugs and drug abuse, and on communicable diseases including the venereal diseases will be an integral part of the grade 8 required General Science curriculum. The lessons will reach approximately 2500 students, ages 13 and 14, in 5 junior high schools. Students come from all economic backgrounds; from every ethnic group; and range from the culturally deprived to the gifted. Twenty-three grade 8 science teachers, 3 consultants, representatives from the Pupil Personnel Department, 5 nurses, the heads of the Division of Instructional Services and the Audio-Visual Department are involved in using the material: presenting and implementing it, in in-service training and overall supervision. Pertinent lessons will also be used in the Health and Driver Education curriculum at grade 10 which again runs the gamut of the school population and involves approximately the same number of students.

The third unit of the proposed series covers the health science curriculum in grade 5. This unit will be ready next year.

MAJOR OBJECTIVE:
Students develop positive health attitudes and establish good health habits in daily life.

OTHER OBJECTIVES:
Students learn basic facts pertinent to their personal, family, and community health.
Students reason and make intelligent decisions about their daily lives.
Students develop an appreciation for good health and its great influence on their lives.
Students accept responsibility for their personal health and the health of the society around them.

ACTIVITIES:

Meetings were held in each of the 5 junior high schools with the princi-

Local Educational Agency: PASADENA UNIFIED SCHOOL DISTRICT

ACTIVITIES (continued):

pals and the grade 8 science teachers. The project program was presented to stimulate interest and cooperation and to obtain suggestions for developing and implementing the TV lessons. Extensive research is continuing in the field of drugs, their use and abuse in our society, and in communicable disease. Curriculum guides listing broad concepts, behavioral objectives, suggested class activities and very complete factual material are being developed for the drug and communicable disease units. The TV producer-director of the project, with the project personnel, is adapting this content into interesting, informative and innovative telecasts, creative in format and keyed to the behavioral objectives. A third guide, for grade 5 health science, will be ready in late September. Students have participated in the lesson planning and actual TV production and will evaluate the pilot programs. Response sheets are being developed for each TV presentation to stimulate and insure student involvement.

PARTICIPATION:

Two advisory committees have been selected and have met with project personnel. The Local Advisory Board includes representatives from law enforcement, public health, the PTA, private and parochial schools, the Pasadena Mental Health Association, the Los Angeles County Medical Association, and the Pasadena Commission on Human Need and Opportunity. The State Advisory Committee is composed of persons who are experts in their fields: education, TV, medicine, and public health; a representative of the FDA; and prominent health educators.

Formal consultations have been held with research personnel, health educators, and experts in instructional technology.

DATA OBTAINED:

The data will include:

- .law enforcement statistics of drug arrests
- .school personnel observations of drug use and student attitudes
- .student evaluation
- .research questionnaires
- .essay content
- .parent comments on behavioral change

EVALUATION:

Student comments about the format and content of the series indicate interest and positive motivation.

The first telecasts to classrooms are scheduled in October and data will begin to be available then.

Local educational agency: PERRIS UNION HIGH SCHOOL DISTRICT
Address: 367 East Fourth Street, Perris, California
Project Director: Morris E. Hinman

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: OPERATION GEARSHIFT

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-7-672956-1915 (056)	Operation	2/1/68	1/31/69	50,267

TARGET POPULATION:

A total of 80 subjects are participating in the OPERATION GEARSHIFT project. Forty of these subjects are enrolled in the Perris Union High School and forty in the Perris Valley Junior High School. Most of the students are Negroes and Mexican Americans. The subjects chosen exhibit one or more of the symptoms of low academic achievement; i.e., poor motivation, poor attitudes towards himself, others and social institutions, undependability, limited interests, non-participation in social and cultural activities, acts of anti-social, deviant or delinquent behavior.

MAJOR OBJECTIVE:

The major objective of OPERATION GEARSHIFT is indicated by its sub-title "A Project to Engage the Disengaged". This basically means it is a program to help decrease the alienation of alienated people.

OTHER OBJECTIVES:

The program is designed to develop, evaluate, modify, demonstrate, and perpetuate a self-sustaining model program aimed at engaging two distinctly disengaged groups common to most communities: the retired socially unoccupied senior citizens, and the powerless, alienated, uninvolved youth who belong to minority racial and ethnic groups. Other objectives listed are: To improve participants' attitudes toward their family, school and community; to obtain increased participation from Gearshift students; to obtain better local community and school support; to improve the students' self-concept; to increase the level of motivation of the participants; to improve the academic achievement of the participants; to improve the the social adjustment of the students toward the school and other agencies of the community; and to expand the co-curricular and vocational interests of the students.

ACTIVITIES:

Classes in law enforcement, arts and crafts, music, clothing design, and dance are regularly scheduled. Pre-vocational orientation sessions with community leaders are planned. Counseling on a one-to-one basis is a primary activity. Job placement and library services are provided. Field trips to cultural agencies are also vital to the project. On-campus pre-vocational orientation sessions are regularly scheduled.

PARTICIPATION:

Retired members of the community of Sun City have been directly involved in the progress of Operation Gearshift. This has been true since the inception of the project. The Perris Valley Chamber of Commerce has been helpful in planning many of the activities of the community. The Riverside County Sheriff's Department was instrumental in establishing orientation classes in law enforcement. The S.P.E.I.R. (Supporting Programs in Education through inter-community Resources) Office of Riverside County has given guidance and support to the project. The S.P.E.I.R. Office is an agency of the Riverside County Superintendent's Office. The entire Superintendent's professional staff freely gives consultant services. The Perris Union High School District administrative and teaching staff, representing the sponsoring agency, has given unqualified support. Many service organizations such as Kiwanis, Lions, etc., helped. Other agencies such as the Economic Opportunity Board, National Youth Corp have coordinated their activities with Gearshift. Riverside City College and Mt. San Jacinto College vocational staffs are working with the students on a regular basis. Each week a staff member presents "walk through" orientation programs.

DATA OBTAINED:

A pre-testing, post-testing approach to measurement has been used to obtain data to determine the extent to which the major objective has been accomplished. Personality tests, school interest inventories, occupational interest inventories, achievement tests, tests of general ability, self-appraisal inventories are the type tests used. Also, subjective observational methods will be used.

EVALUATION:

The project is basically successful. Test results have indicated that with some children the program has been very successful. However, indications are that greater success has been observed at the senior high level. Junior high test results are not as positive. During the remainder of this year, greater emphasis will be placed at the junior high level and perhaps the test results will become more positive.

Local educational agency: Pittsburg Unified School District
Address: 2000 Railroad Avenue, Pittsburg, California 94565
Project Director: Currently, Dwight M. Curo, Ph. D.**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Dropout Prevention Project

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-6-000682-0347	Planning	2/3/66	7/31/66	$18,025
4-7-002649-0398		10/11/66	7/31/67	74,679
4-7-002649-0398		8/1/67	10/31/68	81,443

Report for Period 2/3/66 - 7/31/66

TARGET POPULATION:
Those pupils within the district's secondary school population (grades 7-12) who are non-college oriented. Considered to be about 1821 in number.

Those pupils who having been referred are screened and given direct or indirect services.

MAJOR OBJECTIVE:
To test the assumption that the school dropout rate can be significantly reduced by state, county and school agency coordinated effort.

OTHER OBJECTIVES:
Improved academic achievement; Success on the job; Improved relations with family; Improved relations with adults of community; Improved adjustment to the value system of the community.

ACTIVITIES--projected:
To reduce the district's dropout rate through innovations in instruction, curriculum modification, instructional strategy, materials techniques and objectives. The principal innovation will be in cooperative effort by the schools and state and county agencies to combine their individual services as one common service to potential school dropouts.

PARTICIPATION:
School faculties members contributing to curriculum concerns and instructional needs as evidenced in the dropout problem. State, county and community agencies contributing via advisory and direct services capacity. Involvement of local level agencies:

1. Superintendent of Schools
2. Department of Welfare
3. Department of Public Health
4. Department of Employment
5. Probation Department
6. Police Department
7. Concerted Services

DATA TO BE OBTAINED:
District student population; numbers of cases referred, grade levels, grade improvement, dropout counts---referred vs. non referred, number of persons served and involved, effects of activities and techniques on dropout prevention. Opinionaires by district personnel on effects of media.

**During period 2/3/66 - 7/31/66---Raymond Slattery

Local education agency: Pittsburg Unified School District

EVALUATION:

Results will be evaluated by using dropout rate projections; before and after pupil achievement; pupil before and after teminal grade point averages; attitude change surveys; case studies of project effort.

Report for Period 10/11/66 - 10/31/68

TARGET POPULATION:

That segment of this school district's student population (initially restricted to grades 7-12; currently K-12) which has identified itself to teachers, counselors and administrative staff as predisposed to dropout. The identification of these students is attempted via criteria embracing 22 characteristics; inclusive of absenteeism, grades and attitudes, among others. 8 elementary schools, 2 Jr. High Schools, and 2 Sr. High Schools are involved. Total number of student participants receiving direct or indirect services number 1086, Interestingly, dropout potential seems not to be confined to particular ethnic or economic groups.

MAJOR OBJECTIVE:

The purpose of this project is (a) to reduce the district's dropout rate through realistically implemented, creative and innovative measures. This to the end that such aspects of the designed program as are successful can be used by other school systems. (b) To institute such practical and effective experimental operations as would give promise of effecting real or partial solution to the dropout problem.

OTHER OBJECTIVES:

Though the intent and goal of this program is retention, correlative results may include:

1. Improvement in student attendance habits
2. Improvement in student study habits
3. Improvement in student behavior habits
4. Creation of awareness among school and community personnel of the magnitude, complexity and approaches to solution of the prblem.

ACTIVITIES:

1. Assignment of referred potential dropout cases to staff workers, and the establishment of close counseling relationship with both student and family.
2. Incorporation and intensive use of community agencies in the project, as a directive and resource force.
3. Use of a job coordinator to promote and arrange part-time jobs for needy students.
4. Establishment of a tutorial program, involving dropout referrals as both tutors and tutees.
5. Use of dropout referrals as teacher aides.
6. Generation of parent group meetings.
7. Use of "quiet rooms" as an interim step between classroom expulsion and suspension.
8. Employment of potential dropouts in summer recreation programs.
9. In-service training of teachers in dropout prevention.
10. Originating group counseling sessions for those students acquiring

excessive absentee and disciplinary records at the Jr.-Sr. High level.

PARTICIPATION:
Community agencies are included in the very basic design and processes of the project; in policy formulation and consultation. Evidence of concern and cooperation is provided by the following tabulation of cases wherein their direct intercession help and action was accorded. Social Welfare--69; Probation--22; Employment--15; Public Health--9; Mental Health--9; Police--8; Concerted Services--7; Neighborhood Youth Corps--6; Urban League--2; California Youth Authority--1.

Non-public schools were accommodated within the project through the established processes of orientation, referral capability and all counseling services. A staff worker was assigned to the one parochial, non-public school in the district. A student population of 351 was served in this instance.

DATA OBTAINED:
Discreet Data: district student population, number of cases referred, grade levels, grade improvement, dropout counts--referred vs. non-referred, number of persons served and involved and cost factors and cost distributions.

Subjective Data: description, appraisal and effects of activities and techniques on dropout prevention. Opinionaire by district personnel on effectiveness of teacher-aide program, quiet room and tutorial program.

EVALUATION:
The most emphatic yet simplest appraisal of achievement must rest with a report of numbers of students subject to the program's operation who have been retained in school and on attendance rolls. Since January 1967 to May 15, 1968, this program has given direct or indirect services to 250 district students. Nine of these have become dropouts. During the same period the district has lost 101 students who were not referred to this project by their respective schools and were not, therefore, given opportunity for dropout prevention processes to operate. (See Application for Continuation Grant, May 1968, p.p. 5, 6, 8, 9, 10, 18, 19, for critique of referral processes and breakdown of case numbers in terms of time, circumstance and resistance of district personnel to program processes). Subjective reporting of district personnel on program effect reveals the following:
1. The attendance habits of 103 student referrals (total sample) were reported to be improved in 35 cases (34%); to be the same in 47 cases (46%) and worse in 21 cases (20%).
2. The study habits of 112 referrals (total sample) were reported to be improved in 47 cases (42%); to be the same in 43 cases (38%) and worse in 23 cases (20%).
3. The behavior of 106 referrals (total sample) was reported to be improved in 46 cases (43%); the same in 46 cases (43%) and worse in 14 cases (14%).

Local educational agency: Ravenswood City School District
Address: 2160 Euclid Avenue - Palo Alto, Calif.
Project Director: William Rybensky

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Stanford-Ravenswood Computer-Assisted Instruction Project

Funding: USOE Grant Award #	Type	Period of Funding	Amount $
OEG-9-8-685083-0041	Operation	February 1, 1968 - June 30, 1969	1,075,816

TARGET POPULATION:

The continuation of the Stanford-Ravenswood Computer-Assisted Instruction (CAI) Project will provide 3500 elementary school children of the 5700 Ravenswood City School District enrollment (80% minority groups) with daily drill, practice, and review in logic, mathematics, and/or reading. All certificated staff members of the District will be involved in this project.

MAJOR OBJECTIVE:

The prime "improvement" sought in the target population is substantial improvement in student performance in the specified curriculum areas.

OTHER OBJECTIVES:

1. Provide a highly sophisticated CAI project as an intgral part of an on-going school program.
2. Make available the results of this project to researchers and school staffs throughout the country.
3. Train para-professionals for effective use of CAI.

ACTIVITIES:

The predominant activities for this continuation project lie in the area of curriculum development in mathematics and reading. Children will receive daily drill and practice via teletype-writer in one of the curriculum areas. The individual child's performance will determine his instructional program.

Local education agency: Ravenswood City School District

PARTICIPATION:

The consulting facilities and personnel of the Institute for Mathematical Studies in the Social Sciences at Stanford University, have been made available to the Project and District Staff. It is anticipated that community adults will participate in the non-school hours use of the teletype-writer terminal equipment and CAI programs.

DATA OBTAINED:

Data will be obtained for evaluation of the objectives in the following manner;

a) Feasibility will be determined by logs, kept both at Stanford and in the school district which indicate the total hours of operation, the causes of any "down-time" and student utilization of the system.
b) Teacher, administration, and parental reactions will be determined by administering attitudinal questionnaires at the start and at selected intervals throughout the project.
c) Student achievement gains will be determined by administering the Stanford Achievement Test, both pre- and post forms, to all students involved in the project.

EVALUATION:

The evaluation of the Stanford-Ravenswood CAI Project (1968-69) will be accomplished by July, 1969.

Local educational agency: Reed Union Elementary School District
Address: 50 El Camino Dr., Corte Madera, Calif. 94925
Project Director: John C. Fitch

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

I/D/E/A National Demonstration School Project

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 3 - 7 - 705016 - 4446	Operation	7/1/67	6/30/68	25,000.

TARGET POPULATION: Approximately 400 K-6 students, predominantly middle class parents with high aspiration levels for their children. Many cultural opportunities afforded both by parents and by the geographical area of the community. Total school population was intended to be affected by the project including the teaching staff. No specific segment of the population was singled out as being the target population within the school.

MAJOR OBJECTIVE: Major purpose of the project was to participate in a national demonstration school's project that would increase the research and provide worthy dissemination material in the areas on non-gradedness, multi-age groups, variation of group size, continuous progress, team teaching, flexible scheduling, and the promotion of individualized instruction.

OTHER OBJECTIVES: The major objective was sufficiently large to encompass all fringe benefits of the project. One unplanned benefit was increased communication between bay area administrators having similar programs of innovation in open schools.

ACTIVITIES: The major first year activity of the project was the collection of data that would be descriptive of Granada School. This was accomplished by an observational system, by staff meetings in which objectives were discussed and defined, testing students to determine attitudes toward instructional program and devising instruments by which stated objectives could be measured.

PARTICIPATION: Practically all students enrolled at Granada were either directly or indirectly affected by the project activities. However, the bulk of the data obtained on student attitudes toward the school program was taken from children aged 8-11 years. There was no direct participation by non-public school children. We did invite and hosted many staff members of non-public schools in the area to discuss the project activities and hoped-for outcomes. There were approximately 2500 visitors to the school during the

PARTICIPATION: (Continued)
academic year. In addition to a guided tour, an orientation and question and answer session were held for each group of visitors.

DATA OBTAINED: Funding for the project was for one year only. As a result of the loss of Title III funds, the district Board of Trustees decided to continue the activities with local funds. Completion of techniques by which evaluation might take place as well as additional collection of data will require a minimum of 2-3 years. As such, available data is tentative and in some cases obsolete because of our attempts to revise and update research design and instruments used. We do have data on the following:

1. Limited data on existence of desireable conditions of individualization
2. Student attitudes toward instructional program
3. Achievement data
4. Parent evaluation of program

EVALUATION: The one year duration of the project thus far is too brief to complete the program planned. Based on incomplete data, the following findings are submitted.

1. Students are generally supportive of the wide variety of instructional strategies employed by the staff in attempting to individualize instruction.
2. Students achieve as well or better than their age peers as measured by standardized tests.
3. Parents are strongly supportive of the innovative practices carried on by the school.

A final note, the bulk of the data as to student progress in stated process objectives, the degree to which teacher intents and outcomes correlate, and a more complete description of the program will not be available until a later date.

Local educational agency: Rialto Unified School District
Address: 182 East Walnut Avenue, Rialto, California 92376
Project Director: Dr. Robert E. Maxwell, Assistant Superintendent. Instruction

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: "A Self-Perpetuating System of Inservice Training for Teacher Development"

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
3-7-704176-3479(056)	Pilot Activity and operational program	7/1/67	6/30/69	$ 120,805

TARGET POPULATION:

The inservice training project during the 1967-68 school year involved Frisbie Junior High School and will involve two more schools during the 1968-69 school year--Rialto Junior High School and the social studies department of Eisenhower Senior High School. Students involved will include approximately 2,000 junior high students and 2,400 senior high school students. Since clinic consultants will work with all teachers, students of all levels of ability will be subject to the objectives of the project. Personnel involved in the project will include 93 classroom instructors, 3 building administrators, 12-16 auxiliary instructors, 14 clinic consultants, and several other specific seminar consultants.

MAJOR OBJECTIVE:

The primary objective of the project is to increase student achievement. Achievement, as seen in this project, encompasses the acquisition of factual knowledge and information, conceptualization, and engagement in critical thinking.

OTHER OBJECTIVES:

1. To increase teacher effectiveness is the most critical ingredient in increasing student achievement. Improving the level of effectiveness of a teacher by changing his behavior, and its effect on students, becomes the next most important objective of the project.

2. To implement an inservice project that can become self-perpetuating.

3. To train a substantial number of school district personnel to serve as a cadre of clinic teachers.

4. To demonstrate an inservice training program that may be financially feasible.

5. To demonstrate a program that may be highly exportable.

6. To further develop and maintain a close relationship between the Rialto Unified School District and the colleges and universities of the area.

Local education agency: Rialto Unified School District, Rialto, Calif.

ACTIVITIES:

Project activities are best summarized by identifying the specific responsibilities of the various kinds of personnel involved:

1. Seminar consultants - present seminars on topics such as learning theory, methodology, learning problems, etc. Teachers are released from classes to participate in seminars.
2. Clinic consultants - attend seminars and meet with four assigned teachers on a weekly basis. Clinic consultants assist in many different ways. Some include application of information presented in seminars, solving of organizational problems, developing interaction skills and assisting teachers in the development of any idea or activity leading to the improvement of instruction.
3. Auxiliary instructors replace regular staff members, releasing them from their classrooms to participate in seminars or to work with clinic consultants.

PARTICIPATION:

Close relationship with personnel from California State College at San Bernardino, University of California at Riverside, University of Redlands, and other institutions of higher learning farther removed from the local scene has been maintained. Private schools in the area are invited to share in the purposes and objectives of this project.

DATA OBTAINED:

Data, during the first year of the project, has been accumulated. During this next project year, pre and pro data comparisons will be completed. Other information such as teachers' observations, outside evaluation of personnel will be incorporated. Data obtained during the first and second project year will include critical classroom incidents and teacher interaction analysis within the classroom using audio and video tapes.

EVALUATION:

There is evidence of changes in individuals who have committed themselves to the establishment of specific objectives which relate to their instructional responsibility. Most evaluation for the project is in a preliminary stage and will be expanded during the second project year beginning on July 1, 1968. During the next project year, evaluation will encompass classroom behavior of teachers and students. The audio video tapes which will be made by various teachers on a volunteer basis will be a new part of the evaluation procedures. Consultant help will determine these procedures.

Local educational agency: Richmond Unified School District
Address: 1108 Bissell Ave., Richmond, Calif. 94802
Project Director: Mr. William Plutte

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Proposal To Plan Educational Specifications For A Facility In Which An Articulated and Integrated Program In Pre-Technology Under The Guidelines Of The "Richmond Plan" Can Best Be Accomplished

Funding: USOE Grant Award No.	Type	Period of Funding From	 To	Amount $
OEG 4-6-000869-0919		6/1/66	5/31/67	45,048

TARGET POPULATION:

Tenth grade students who displayed an interest in technical fields, who had good potential but were underachieving. All ethnic groups were to be participants.

MAJOR OBJECTIVE:

To build a special facility that would house interdisciplinary technical curricula for 350-400 students.

OTHER OBJECTIVES:

To develop curricula in technical areas.

To give students a realistic approach to education through constant application of conceptual learnings.

To have a truly integrated school that would draw students from five existing high schools.

ACTIVITIES:

Since funding of the construction was not forthcoming, activities ended with the filing of the brochure containing the educational specifications for a pre-tech facility with the U.S.O.E. and California Department of Education

PARTICIPATION:

In developing the specifications, educational personnel from the Richmond Unified School District, San Francisco State College, Stanford Research Institute, San Francisco Center for Technological Education and Contra Costa Community College were called upon as resource personnel.

Our one parochial high school would have been invited to participate in sending students.

Local education agency: Richmond Unified School District

DATA OBTAINED:

Identification of the philosophy for historical background of the "Richmond Plan" pre-technical team teaching interdisciplinary program. Identity of the need for a specialized facility and the development of educational specifications for a "tech-lab" to include: Educational space requirements, space allocations and space relationship areas for (a) pre-engineering technology center, (b) paramedical services cluster, and (c) a communicative arts technology cluster. Administrative and student service areas were also considered for the educational complex.

EVALUATION:

The second phase of the project to develop a site plan and working drawings has not as yet been approved. The Stanford Research Institute is completing a two-year evaluation of the pre-tech concept. A section of their report identifies the need for specific and specialized facilities for interdisciplinary team teaching pre-technical programs. It is hoped that the results of the study will cause the Richmond Unified School District to move ahead into Phase II.

Local educational agency: Richmond Unified School District
Address: 1108 Bissell Avenue, Richmond, Calif., 94802
Project Director: Mr. Carl Heinemann

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Experiment in Teaching Success

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 9-8-006504-0096 (056)		5-10-68	9-10-68	9,872.00

TARGET POPULATION:

1600 students attended the summer school. About 90% were disadvantaged black students. About 75% had been repeated failure students. The program covered grades 7 through 12. Twenty-four teachers were involved in pre-planning for six weeks prior to the opening of the summer school. These teachers involved themselves in developing a curriculum aimed at the 75% of the student population that had been repeated failures. Their approach was to assume that these students would have reading and writing problems, would have difficulty with oral expression and have problems with mathematics. The areas of concentration were English, mathematics, science and social science. Students were also involved in the pre-planning. Marks were no longer a threat to students. Students were told that if they attended class every day, got there on time, and made a real effort to involve themselves in the program that a "B" mark would be earned. The philosophy during the pre-planning period and during the actual summer school was to provide a daily success experience for each student since he was being evaluated against his own progress and not of a class standard and to improve his self-confidence and self-image.

MAJOR OBJECTIVE:

To reduce failure experiences for students and to build self-confidence and self-image.

OTHER OBJECTIVES:

1. To involve students in relevant curriculum development.
2. To involve parents and community in the program.
3. To get more individual help to students through a master teacher, and an intern teacher and at least one high school student tutor in each class in the subject areas of concentration.

ACTIVITIES:

1. Pre-planning by teachers and students.
2. Student involvement by means of a student council that considered changes in the program and discussed any problems as seen by the students.

3. Student tutors met daily to discuss needs in the classroom and how they might be more effectively used to help.
4. Parents and community were invited to visit classes and to participate in supervision of the grounds.
5. Marking philosophy was explained to students.
6. Daily success experiences for each student, marked against his progress, not a class standard.

PARTICIPATION:
Students in all non-profit private schools in the area served were invited to be a part of this summer program. About 70 students were involved in this category from the local boys' and girls' high schools and from the 7th and 8th grades of the local elementary schools. The student population which came from the entire school district was about 90% Negro and the remaining percentage caucasian with a few orientals. The grades covered were 7 through 12. About 75% were remedial students with a background of repeated failure.

DATA OBTAINED:
With such a program objective data is difficult to obtain. Subjective data such as increased student involvement and greater student interest were definitely a part of this program. A questionnaire was given at the end to over 1000 students and tallied by percentage (see evaluation section). A 30 minute documentary video tape was made of the program (available upon request) and individual teacher evaluations compiled.

EVALUATION:

1.	This class interested me	(56.7)	more than	other classes (in this subject) during the school year.
		(32.6)	the same as	
		(10.7)	less than	
2.	In this summer school class I was able to learn	(53.5)	better than	in the regular school year.
		(35.7)	as well as	
		(10.8)	less well than	
3.	I like JFK summer school	(36.2)	better than	other summer schools I have attended.
		(31.7)	as much as	
		(32.1)	less well than	
4.	I liked my summer school teacher	(51.4)	better than	other teachers I have had.
		(50.0)	as well as	
		(8.6)	less well than	

Questions 1, 2, and 4 speak positively about the program. Question 3 plainly relates the student unrest that was felt at the school because of a racial incident that occurred in the community on June 26, 1968. Black and white student tensions were evident.

See 30 minute documentary on positive results of summer school as seen by students and community.

Local education agency: Office of Riverside County Superintendent of Schools
Address: 4015 Lemon Street, Riverside, Calif. 92502
Project Director: Robert E. Ehlers

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: OPERATION REACH, "a proposal for extending exemplary approaches to the education of continuation school students".

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-672957-2728	Operation	2/1/67	1/31/68	77,392
	Operation	9/1/67	8/31/68	35,604

TARGET POPULATION:

The target population of Operation Reach was the potential dropouts of Riverside and Imperial Counties. This group was estimated to be 2,662 out of a total grade 7-12 population of 49,618 during the summer of 1966.

MAJOR OBJECTIVE:

I. The establishment and operation of an Exemplary Continuation High School Model in Riverside, California. The cooperating school district was the Riverside Unified School District.

II. In-Service Training for all Continuation Education Personnel of the Pace Area.

III. A comparison of the effectiveness of a continuation school with that of continuation classes.

OTHER OBJECTIVES:

I. The development of a handbook "Orientation to Continuation Education".

II. The development of exemplary instructional techniques in the continuation school.

III. The evaluation of instructional materials and techniques.

IV. An experimental program of an intensive group and individual guidance program through the use of a full time psychologist and a half time nurse.

ACTIVITIES:

I. Teachers of continuation education in the two county area were extended the opportunity to visit successful continuation education programs throughout southern California.

II. A two week Continuation Education Workshop was held at Lincoln High School during the summer of 1967.

III. A constant evaluation of instructional practices and materials was done by the teachers.

IV. Group and individual counseling techniques were developed for continuation students by the school psychologist and nurse.

V. An on-going educational program was undertaken by the nurse in the areas of narcotics, smoking, alcohol and venereal diseases.

PARTICIPATION:

Participation was especially active in the 22 public school districts as the private schools are not generally faced with the great number of divergent youth found in public schools. They too are not faced with the state law requiring the establishment of special programs.

DATA OBTAINED:

The research and evaluation was directed toward a comparison of continuation classes with a continuation program organized as a necessary small high school. Data obtained indicated conclusively the overwhelming effectiveness of continuation high school programs. Such information was based upon extensive research gathered through surveys involving students, parents and staff of continuation high schools and continuation classes.

EVALUATION:

Based upon the research and evaluation provided the following points were among those reported to be of significant importance.

1. Students enrolled in a continuation high school had a greater interest in school.

2. Attitudes that change the most in continuation high students were those involving grades, teenagers, and college.

3. Students especially appreciated the individualized approach to classroom instruction.

4. The attitudes of the teachers were reflected among the students feeling towards school.

5. Group conseling proved most effective, from the students viewpoint, in the following ways:

    a. By promoting an understanding of others.
    b. By promoting an understanding of oneself.
    c. By promoting an understanding of current issues.

Local educational agency:	**OFFICE OF RIVERSIDE COUNTY SUPT. OF SCHOOLS**
Address:	**4015 LEMON STREET, RIVERSIDE, CALIFORNIA 92502**
Project Director:	**DR. DON F. KENNY**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
SPEIR (Supporting Programs in Education through Inter-community Resources)
ESEA, Title III Center for Imperial and Riverside Counties

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-001430-0898	Planning	5/1/66 -	6/30/67	$138,900.
OEG-4-6-001430-0898	Planning	7/1/67 -	8/31/68	109,666.

TARGET POPULATION:

All students in Riverside and Imperial Counties are eligible for benefits of SPEIR--both public and non-public school enrollees. A total of 143,253 students, ranging from 10,483 kindergarten children to 11,100 adults, comprise the group. Of this total, 133,369 are Caucasian, 7,463 are Negro, 874 American Indian, and 1,547 are other non-white. Imperial County, located adjacent to the Mexican border, has a preponderance of bi-lingual students. One district, Calexico, with 3,714 students, has 86% Spanish surnames among the students. The percentage of bi-lingual students decreases northward, generally speaking. A major portion of the cultural resources available to Imperial and Riverside County are located in Riverside City at the extreme northwest corner of this 11,000 square mile region. Thus, the possibility of even minimal cultural experiences for many of the disadvantaged students is precluded. A look at the rural/urban distribution of participants reveals that 35% of the total number are rural -- 15% farm and 20% non-farm; 65% of the total number are from the metropolitan areas -- 27% are central city, 8% non-central city, and 30% other urban. Emphasis is being directed toward the bi-lingual and culturally disadvantaged. In recent months the problems of handicapped children have been focused upon.

MAJOR OBJECTIVE

The prime improvement sought is to design, develop, and implement programs to provide educational and cultural experiences for students who by socio-economic conditions, ethnic imbalance, or geographical remoteness are deprived of the opportunities that exist for other students.

OTHER OBJECTIVES

- **To identify educational needs in the Imperial-Riverside Counties region.**
- **To assist in the development of Title III, EPDA, and other projects for the region served.**
- **To survey exemplary, imaginative programs designed to solve educational problems.**
- **To disseminate literature and research describing activities and programs with innovative, creative solutions to needs.**
- **To identify alternative solutions for educational problems.**
- **To improve learning for children by offering in-service training for administrators and teachers.**

ACTIVITIES

- Project development where needs were identified, i.e., bi-lingual program; engaging the disengaged (deprived youngsters and elderly retired); continuation school; science education, diffusion of innovative programs.
- Workshops -- on writing behavioral objectives, ERIC, and innovation.
- Conference attendance -- by SPEIR staff, administrators, and teaching personnel from region served.
- Establishment of Microfilm Resource Center for use by personnel in region served.
- Review of private foundations for funding.
- Development of a guide for project development to facilitate projects.
- Dissemination of activities through Newsletters.

PARTICIPATION

In addition to the participation of all districts and schools in the region, SPEIR involves many community resources personnel through both an advisory board and a governing board. Many consultants from the community become involved in planning, implementing, and/or evaluating programs. The advisory board, especially, involves a wide representation of the region. Factors such as geography, varying levels of education (elementary, secondary, higher education), private and religious affiliations, special competencies, socio-economic groups, ethnic-race origins, etc. are comprised in the advisory board.

In every activity, assurance that non-public school children are invited to participate is insisted upon.

DATA OBTAINED

Data from attitude scales, opinion inventories, questionnaires, analysis of achievement test scores, interviews, and check lists are being used to determine the extent of success of this project with respect to its objectives. Each project developed through SPEIR has built-in evaluation procedures to provide data about individual project efficacy. Arthur D. Little, Inc., Management Consultants, has studied the center in considerable depth. Through extensive interviewing in participating districts, potential customers and advisory board members, detailed information will be made available regarding the effectiveness of SPEIR.

EVALUATION

Inasmuch as evaluation is a continuous, ongoing procedure, as is SPEIR itself, no definitive results are available as to the effect of SPEIR on the target populations with respect to its major objective. Many activities undertaken do focus on this objective, but the problems are barely touched upon. Innovative approaches to recognized needs are being developed and given additional time, the major objective of SPEIR will be accomplished.

Local educational agency: Office of Riverside County Supt. of Schools
Address: 4015 Lemon Street, Riverside, California 92502
Project Director: Dr. Adrian N. Gentry

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

ACCELERATING DIFFUSION OF INNOVATIVE SCIENCE PROGRAMS

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-7-662617-0081		8/1/66	8/31/67	$ 96,585
OEG 4-7-662617-0081	Operational	9/1/67	8/31/68	107,131

TARGET POPULATION: All public and private elementary and junior high schools in Riverside and Imperial Counties were invited to participate in the project. During the three years of operation of the project, 20,000 pupils in grades K-9 and their teachers were introduced to one or more exemplary science programs and 200 teachers were given assistance in implementing innovative state adopted science textbooks. Many additional teachers and supervisory personnel throughout California benefited from science information leaflets, kinescopes, and sound-slide programs prepared and distributed by the project.

MAJOR OBJECTIVE: Major objectives are: (1) To demonstrate and evaluate selected exemplary science courses and program components designed to enrich and improve science education experiences of pupils in grades K-9. (2) To accelerate implementation of innovative science programs recently adopted for use in grades 1-8 of California public schools. (3) Develop, refine, and disseminate alternative strategies and techniques for implementing newly adopted innovative science programs.

OTHER OBJECTIVES: (1) To assist teachers in the statement and evaluation of interim and learning sequence behavioral objectives. (2) To train selected teachers to develop teaching strategies and techniques appropriate for various types of objectives and to improve their instructional procedures involving interaction of pupils with the teacher, with their peers, and with instructional materials. (3) To assist districts in appraising and articulating their K-12 science curricula.

ACTIVITIES: Each of the following exemplary science courses and program components are being demonstrated and evaluated by from 5 to 60 teachers: A.A.A.S., SCIS, IDP, IME, ESCP, IPS, ISCS, and TSM. In-service programs with released time are provided for all demonstration teachers.

A variety of teacher training aids for implementing the new state adopted textbooks were developed and used with project sponsored and other teachers. These include: 25 Science Information Leaflets, 12 videotapes and kinescopes, 3 sound-slide orientation programs, K-8 science course of study. Other aids were obtained from commercial sources.

Local Educational Agency: OFFICE OF RIVERSIDE COUNTY SUPT. OF SCHOOLS

A number of alternate in-service education strategies are being developed and evaluated. They include 10 to 45 hour in-service institute, with and without released time; college extension courses; self-instruction centers; and a summer course held in connection with a demonstration school.

Special evaluation instruments are being developed to assess pupil or teacher growth toward certain objectives for which no ready-made instruments were obtainable.

PARTICIPATION: The services of many university and college personnel program authors, demonstration teachers, ESEA Title III and IV project personnel, county department of education, and representatives of local cultural agencies are being employed in connection with various phases of the project. Selected teachers from all of the large and most of the small districts in the two county area as well as from several private and parochial schools are participating in one or more project-sponsored activities.

DATA OBTAINED: To assess the effectiveness of the several exemplary junior high school programs being demonstrated, the following data are being sought. (a) Student improvement in science achievement as determined by pre-post test scores on STEP SCIENCE test. (b) Improvement in scientific thinking (fluency, flexibility, convergent) as determined by pre-post test scores on SCIENTIFIC THINKING INVENTORY. (c) Shift in interest in science as determined by SELF-RATING SCALE. (d) Attainment of course objectives as measured by publisher's tests (when available) and by course grades. Within each grade level, for each program, means and standard deviations of each of the above-mentioned dependent variables will be reported. In addition, the following independent variables and their interactions will be assessed for their effects on the dependent variables--Grade level, program, sex, IQ, socio-economic level. Data from teachers and supervisory personnel relative to program effectiveness, teachability, and economic feasibility will be obtained and analyzed.

To determine the effectiveness of the in-service education programs for implementing the new state science textbooks and pupil growth toward the objectives of science education both objective and subjective data are being obtained. The major criterion used to assess both of these objectives is growth in science achievement of twelve student sub-populations as measured by (a) CONCEPTS IN SCIENCE tests, grades 1-6; (b) LOWERY OBSERVATION test, grades 1-3; (c) STEP SCIENCE test, grades 4-8; (d) Final science grades. Independent variables in the research design are similar to those described for the exemplary junior high school programs. Data are also being obtained from questionnaires, observations, interviews, and similar sources.

Appropriate available techniques are being employed to evaluate kindergarten and elementary school exemplary program packages and special teacher education programs.

EVALUATION: The research report on the first full year of testing will be completed by December 1, 1968.

Local educational agency: Riverside Unified School District
Address: 3954 12th Street, Riverside, California 92501
Project Director: Dr. Richard C. Robbins

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
A model, exemplary reading clinic program utilizing an array of innovative approaches

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-000680-0350	Operational	3/28/66	9/30/68	$259,533

TARGET POPULATION:
The Learning Center, a clinic school for severely deficient learners, offered instruction to children with "average intelligence" who were at least two years below expected achievement. The enrolled students varied in age, functioning intelligence, and the ability to do almost all tasks. The one similarity was learning deficiency, primarily in reading skills and comprehension. The program consisted of a program director; five elementary grade classes, each taught by a special teacher and a teacher-aide, and each comprised of eleven to twelve students. In all, the Learning Center provided special education for 131 children.

MAJOR OBJECTIVE:
To provide small group remedial instruction to children with severe reading disabilities and related audio, oral, visual, and motor deficiencies.

OTHER OBJECTIVES:
To function as a demonstration model in the use of innovative methods and materials for remediation of gross reading deficiencies and associated dysfunctions. To train professional personnel in the theory, methodology, and usage of materials for such remediation.

ACTIVITIES:
Eleven to twelve students comprised each class and attended for a full minimum day.

As the program developed, the curriculum contained progressively less perceptual-motor training and increased emphasis on academics. Each child began at his functioning level. Immediate tangible and verbal rewards were given for part-task, short-term successes. Each student's progress was governed by his own capacity to deal with progressively more difficult material.

The reading program utilized the phonetic approach base complemented by innovative programmed materials, individual oral reading, and sight vocabulary development. A variety of other materials were also used in varying combinations.

PARTICIPATION:

Eligibility for enrollment in the program was determined solely by reading achievement at least two years below expectancy as measured by standardized reading achievement tests, and average or above intelligence measured by individual intelligene tests "tempered" by a psychologist's professional judgment.

All non-profit private schools were informed of the project at local liaison meetings and several children from these schools were enrolled.

DATA OBTAINED:

Three major areas of student progress were evaluated: (1) academic achievement; (2) perceptual-motor development; (3) behavior and self-confidence.

All students in the program were pre and posttested by the Metropolitan Achievement Test and the Stanford Diagnostic Tests in reading and arithmetic. The Purdue Perceptual-Motor Survey and the Developmental Test of Visual-Motor Integration were used to assess perceptual-motor progress. Estimates of change in behavior and self-image were obtained by teacher observation and the Behavioral Adjustment Rating Inventory.

EVALUATION:

The average gain in academic achievement was statistically significant, essentially one year in each area of instructional emphasis; reading, arithmetic, and spelling.

It should be noted: (1) increase in achievement was coincidental with increasing emphasis upon academic instruction; (2) appreciable differences existed in academic progress between classes; (3) many materials and methods were employed without controlled comparison.

For the group as a whole, the teachers perceived no meaningful change in frustration tolerance, distractibility, hostility, or hyperactivity. Significant improvement did occur in self-confidence and academic application.

The measures of behavioral change suggest that anxiety reduction and increased self-confidence play major roles in the educationally handicapped child's academic achievement.

From the data presented, it is quite apparent that the Learning Center experience has changed the academic world of many children from one of failure, frustration, and their emotional concomitants, to a world of success, pride in accomplishment, and renewed confidence and self-worth.

Local educational agency: Sacramento County Office of Education
Address: 6011 Folsom Boulevard, Sacramento 95819
Project Director: Blaine Wishart

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Superior California Educational Resources Agency

Funding: USOE Grant Award No.	Type	Period of Funding From - To	Amount $
OEG-4-6-000647-0346	Planning	2/3/66 - 9/30/66	73,920
OEG-4-6-000647-0346		10/1/66-10/30/68	276,480

TARGET POPULATION:

The target population are those students who have the most critical educational needs as determined by the educational and cultural community. In the order of their selection historically, the most critical target populations selected have been as follows:

1. Those needing vocational and technological skill development.
2. Those students who have poor self concept.
3. Those students who have critical deficiencies in the cultural areas.
4. Those students who have critical communication deficiencies.
5. Those students who need English as a second language.
6. Those students with handicaps as defined by law.
7. The students who are disadvantaged with specific attention to minority groups.

MAJOR OBJECTIVE:

To provide assistance to educational agencies in the ten-county region it serves in seeking solutions to high priority educational problems.

OTHER OBJECTIVES:

1. Development of parent participation preschool programs for the disadvantaged with priority given to children with observable or clinically determined physical, mental, or educational handicaps.

2. Develop alternatives for the implementation of the educational recommendations of the Report of the National Advisory Commission on Civil Disorders.

3. Developing plans, in cooperation with the region's instructional material directors, for the design and eventual implementation of a production-distribution center for instructional materials.

4. Facilitating the adoption of new concepts and exemplary educational practices in the region's schools.

ACTIVITIES:

1.0 Identify problems
2.0 Analyze problem and set goals
3.0 Determine solution strategy
4.0 Implement solution strategy
5.0 Determine strategy effectiveness

PARTICIPATION:

A regional advisory council, the Need Assessment Board, is composed of representatives from all levels of public education, and from private nonprofit schools, business, industry, and the general public. Public and private education, the general public, business, industry, professional organizations, and other governmental agencies have been represented in numerous planning activities of the center. Pupils from private nonprofit schools are participating in projects developed with center assistance.

DATA OBTAINED:

Data obtained, or which will be obtained, relating to accomplishment of the major objective include:

Number of projects prepared with center assistance
Number of projects funded
Number of requests received for center assistance in planning
Number of surveys conducted
Results of evaluation of projects which have been prepared with center assistance

EVALUATION:

Approximately ninety percent of projects submitted during the preceding funding period were prepared with some form of center assistance. During the period in which the center has been operative, nine projects have been prepared with center assistance. Approximately 44% of such projects submitted have been funded. Few projects have been in operation long enough for evaluations to be meaningful. Available evaluation indicates improvement in achievement of pupils participating and in the performance of teachers who are participating.

Local educational agency: Sacramento County Schools Office
Address: 6011 Folsom Boulevard, Sacramento, California 95819
Project Director:

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Regional Data Processing Center

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-000711-0624		2/3/66	6/30/67	$153,298

TARGET POPULATION:

NO REPORT RECEIVED

Local educational agency: Sacramento City Unified School District
Address: P.O. Box 2271
Project Director: Mr. C. Paul Thompson (Dr. James Riley, transfer)

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Diagnostic-Prescriptive Kindergarten Instruction

Funding: USOE Grant Award No.	Type	Period of Funding From To	Amount $
OEG 9-8-005922-0144 (056)	Planning	6/15/68 6/30/69	35,981

TARGET POPULATION:

Children enrolled in 14 kindergarten classes in 6 compensatory schools will be the recipients of diagnostic-prescriptive instruction. The project is planned for a population of about 355 Caucasion, 70 Negro, and 55 other non-Caucasion pupils. School personnel involved in the project will include the project director, 6 principals, 14 teachers, and central staff to develop curriculum and devise new approaches to individualize instruction at the kindergarten level.

MAJOR OBJECTIVE:

The purpose of this project is to plan a task-oriented kindergarten program to help children acquire essential skills which underlie academic learnings, particularly reading. This project proposal is a request for a planning grant to (1) develop a diagnostic inventory to identify each child's assets and deficits in performing specific learning tasks, and (2) develop prescriptive activities to correspond to pupil needs as indicated by the diagnostic inventory. Therefore, the prime improvements sought are success in reading and prevention of school failure.

OTHER OBJECTIVES:

Provision for full-time kindergarten teachers makes it possible to explore promising avenues for individualizing instruction. New organizational patterns will be analyzed to discover whether they have any effect upon the school success of children enrolled in the kindergarten. This is based on the 50% reduction in pupil-teacher ratio in kindergarten.

ACTIVITIES:

The major activity is implementation of Project Read, which is attached. Additional activities and procedures include:

(1) identification of measurable objectives
(2) production and organization of materials
(3) orientation to objectives and plan of action
(4) implementation with in-service meetings
(5) continuous evaluation of pupil responses to program
(6) mid-year evaluation for program modifications
(7) analysis of final evaluative data
(8) organization and production of curricular guidelines
(9) final report.

PARTICIPATION:

Consultants of national prominence including those from the local college and university will assist with planning and development of the program. Children in private non-profit schools will benefit indirectly in this proposed program. It is estimated that 80% of the children who attend parochial schools in this district obtained their first year of instruction in the public school kindergartens.

DATA OBTAINED:

The district-developed inventory will offer pre- and post-test information and will be analyzed to determine the amount and areas of growth demonstrated by the pupils participating in the project. Pre- and post-standardized readiness tests will be administered to both experimental and control groups this year to determine if there is any significant difference in readiness for reading as indicated by test results between the two groups. The Stanford Achievement Test, administered at the end of the first grade, will offer further information with regard to the progress of pupils in experimental and control groups.

EVALUATION:

Since this is a planning grant, it cannot be fully contended that this proposal will guarantee new solutions to kindergarten educational problems. However, enough data will be available to provide guidance for the development of new approaches and for identification of fruitless avenues of exploration.

Local educational agency: St. Helena Unified School District
Address: 1325 Adams Street, St. Helena, California
Project Director: Roy M. Carson

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Communication Gap

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
9-8-03614-0025 (056)	Planning	8/15/67	11/30/68	44,020

TARGET POPULATION:

The target population experiencing the benefits of project "Communication Gap" are the Mexican-American students in the north bay counties of Napa, Sonoma, and Solano. Other counties experiencing the problem of a communication gap will receive indirect benefits, approximately 4,000 Mexican-American students will directly be affected, 3,000 students in grades K-8 and 1,000 in grades 9-12. Characteristics of these students range from different cultural backgrounds, and in school they lack experiences to develop concepts, a command of the English language, self-confidence from succesful and encouraging school experiences, and a curriculum centered around the needs of students.

All school personnel with 20% or more Mexican-American students will be involved in an inservice education program centered around the Mexican-American student's needs.

MAJOR OBJECTIVE

The major objective of this project is to plan to diminish the communication gap which exists between the Mexican-American and anglo community in the geographic area being served.

OTHER OBJECTIVES

To determine significant discrepancies between:

1. Expected behavior of Mexican-American students by school personnel, parents and peers.
2. Expected behavior of school personnel, parents and peers by Mexican-American students.

To determine the content of the significant discrepancies as:

1. Academic behavior
2. Personal behavior
3. Social behavior
4. Attitudinal behavior

To develop an innovative and/or exemplary education program buitl around identified significant discrepancies vis a vis their content and configurations by which this communication gap may be diminshed.

To develop an operational grant proposal.

ACTIVITIES

1. Develop management plan
2. Develop advisory structure
3. Implement study to identify significant discrepancies, content and configurations
4. Develop educational program plan
5. Develop E.S.E.A., Title III, proposal for initiating program

PARTICIPATION

Cultural and educational resources participating:

1. Department of Employment
2. Latin-American Club
3. Office of Economic Opportunity

4. Sonoma County School Trustees Association
5. P.T.A.
6. County Library
7. Juvenile Justice
8. Church Groups
9. Santa Rosa Junior College
   Sonoma State College
10. Healdsburg Union School District
11. Diocese of Santa Rosa
12. Parochial Schools in Santa Rosa

DATA OBTAINED:

1. Anecdotal records
2. Surveys
3. Home contacts
4. Advisory groups

EVALUATION:

The major change that took place as a result of this project was the bringing together of the parents of Mexican-American students and the school personnel on a face to face basis at the advisory committee meetings to discuss in frank terms Mexican-American school problems. School activities and curriculum plans were published in Spanish. The communication gap was diminshing.

The need study pointed out the discrepancies under Other Objectives.

The number of Mexican-American students maintining regular attendance supports these objectives.

Local educational agency: Salinas City School District
Address: 431 West Alisal Street, Salinas, California
Project Director: August Caresani

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
SELF CONCEPT IMPROVEMENT TEACHERS AND STUDENTS

Funding: USOE Grant Award No.	Type	Period of Funding From	 To	Amount $
3-7-704122-4255		6/5/67 6/5/68	6/30/68 6/30/69	$60,382 29,465

MAJOR OBJECTIVE:

IDENTIFY the self-concept, self-expectancy levels of the children participating;

PROVIDE the 325 children in the program with a set of experiences that have a promising potential to be effective measures for the improvement of self-concept and self-expectancy;

PROVIDE children from different socio-economic backgrounds with an opportunity to interact with one another;

PROVIDE teachers with a repertoire of alternate interaction strategies in the realms of development of positive attitudes, as well as cognitive and affective skills, from which can be selected means to enhance student self-concept and self-expectancy in any classroom situation.

OTHER OBJECTIVES:

For the student:

- To learn skills of participation in a classroom situation;
- To learn who he is through interation with significant others, develop respect for what he is;
- To develop the feeling that he belongs in a given classroom situation -- to develop a feeling and an attitude that he is a person of worth, not only in the classroom, but also in most situations in which he finds himself;
- To improve his communication skills in the areas of listening, speaking, and writing.

For the teacher, the opportunity:

- To become sensitive to the characteristics of each child as a knowing, doing, feeling individual;

- To gain skill in analyzing his own patterns of communication with children, particularly his communication with children from a socioeconomic background that differs from his, and to gain skill in equating the effect of these patterns.

ACTIVITIES:

Classroom procedures were taped and observed and later discussed by the entire staff.

Activities in the classroom were related to the on-going school program.

PARTICIPATION:

Four schools in the Salinas district and seven schools in neighboring districts participated in the project, 325 students and 24 teachers in all. Certain problems led to the inclusion of only 12 teachers in the evaluation during the school year. One of these teachers subsequently left the district, leaving 11 experimental teachers. Five teachers in a school not participating in the SCITS project were included for control purposes.

DATA OBTAINED:

A before-after design for evaluation was used, measurement being conducted in the fall and in the spring. Six areas for evaluation were determined through discussions with project personnel:

1. Teacher attitudes toward various problem areas with which they are typically faced in the classroom. This was measured by a Teacher Opinion Inventory which assessed teachers' "style" or philosophy of teaching.

2. Teacher attitudes toward various concepts relevant to the project--e.g., migrant workers, children, Mexican-American children. The semantic differential technique was used to measure these attitudes.

3. Patterns of communication behavior in the classroom, assessed by an outside observer using a coding technique designed to describe the kinds of teacher and child communication behavior exhibited.

4. Children's perception of classroom "atmosphere"--i.e., openness of communication with teacher--and of their teacher.

5. Self-concept of children, with particular interest in Spanish-surname children. This was measured by having children in grades three through six indicate how well a list of adjectives described them. Second-graders responded to a pictorial form of self-concept measure. In addition, a sample of children was interviewed individually.

6. Sociometric standing of children of different ethnic groups in grades three through six.

Local education agency: Salinas City School District

EVALUATION:

In general, no significant differences were found between experimental and control classes, although experimental teachers espouse a philosophy in keeping with the SCITS project more strongly than do control teachers. Both control and experimental teachers have positive attitudes toward the concepts relevant to the project--e.g., migrant workers, Mexican-American children, children in general. The patterns of communication in the classrooms are similar for control and experimental teachers in the spring, neither group including in their communications discussion of feelings, and both groups exhibiting more teacher than student communication. Children perceive the classroom atmosphere to be fairly open--i.e., children are cooperative, fairly well-behaved, and friendly, they ask the teacher for help when needed, they almost always like school--and they indicate positive feelings about themselves. This is true of both Anglo and Mexican-American children. When rating their teachers, children surprisingly indicated they would like their teacher to provide and enforce more limits and, less surprisingly, to involve them more in planning class work and activities. Sociometric measures indicated no difference between experimental or control schools or between ethnic groups in who was chosen by whom for various roles.

Local educational agency: **Salinas Union High School District**
Address: **431 West Alisal Street, Salinas**
Project Director: **Pauline Gist**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Building Awareness of Children**

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 9-8-005485-0053 (056)	**Operation**	2/1/68	11/30/68	**$1495**

TARGET POPULATION:

Approximately 48 high school students are enrolled in the two "Developing Child" classes for the first semester of 1968-69. During the child development lab, they will work with ten four and five year old preschoolers in the first session and ten two and three year old preschoolers in the second session. (This project was officially extended to November 30, 1968).

During the following semester, approximately 48 high school students will be enrolled in the "Junior Homemaking" and "Senior Homemaking" classes. Those students will work with ten preschoolers, ranging in age from two and a half to five years of age.

Learner characteristics subject to the impact of the project are as follows:

1. The project is focused directly upon job training possibilities for students at the senior high school level.
2. The project is designed to bring the home economics curriculum into a framework that has a direct relationship to the "real" world.
3. The project introduces training in skills and techniques of working with preschool children.

Miss Pauline Gist, home economics teacher, is director of the program. Mrs. Barbara Cornett, school health educator, works closely with the class and is health supervisor for the program. Mrs. Eve Watkins, although not directly involved with the program, also serves as a member of the consultation team.

MAJOR OBJECTIVES:

1. To provide a practical experience center for high school students in order that they may learn about personality development and behavioral growth patterns through their involvement with young children.
2. To assume responsibility in the organization and management techniques required when participating in a preschool curriculum.
3. To learn to communicate with the preschool child.
4. To aid and assist the young child on his interaction with persons and objects.

OTHER OBJECTIVES:

To initiate a new focus, that of preschool education, into the traditional child development unit of the home economics curriculum.

PARTICIPATION:

1. This program is open to children of all races and creeds.
2. The preschool children have not been identified as "public" or

"private" since participation is open to all.

3. The enrollment at North Salinas High School is broadly representative of the cultural and educational resources of the area.

ACTIVITIES:

Miss Pauline Gist is the director of this activity.

Activities are grouped according to age to enable the high school students to plan activities for a limited age group.

In preparation for the child development lab, the students have through reading, sharing and class discussions become acquainted with the fields of child development and preschool education. Using the project resource materials and current magazines, the students are expected to complete outside readings in order to become informed about current research.

Prior to the opening of the child development lab, activities are planned where the high school students become actively involved. This approach allows the high school students to become aware of reactions and learning experiences gained from the activities. During this practice time, practical experience is also acquired in planning, organizing, and following through to the completion of a project.

At this point we are preparing for the management and organization of the child development lab, making the students aware of the responsibility required to make operations run smoothly.

DATA:

In previous years, we have selected a range of ages in one session in order to give the students an opportunity to become acquainted with several ages of preschoolers. Our present "age grouped" sessions will offer a basis for comparison with a wider range than we have had before.

Before the students have an opportunity to become influenced by formal classroom teaching or practical experience, they freely write about their experiences and feelings concerning children. At the end of the program, the students will again write a paper concerning their feelings about children. The final writing when compared to the first one will certainly offer information for evaluation.

The high school students will take a pre and a post social image test. The preschooler will also be given a pre and a post non-verbal social image test.

At the end of the semester, following the close of the child development lab, written questions are completed individually by each student. Using these questions as a basis, a round table open discussion takes place where they evaluate the program.

EVALUATION:

The evaluation data collected will serve to improve future programs.

Local educational agency: **Salinas Union High School District**
Address: **431 West Alisal Street, Salinas**
Project Director: **Dr. Lewis (Ig) Heniford**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: **Pan-American Community Theater Organization**

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-005491-0040 (056)	Operation	2/1/68	8/31/68	$4451

TARGET POPULATION: PACTO Address a geographic area which has a public school enrollment in grades 7-12 of 13,047 and an adult population of 170,000. In addition, the area has a non-public school enrollment in grades 7-12 of 1,892. The direct potential of persons to be served by PACTO includes 1,200 public school students in grades 7-12, 200 non-public school students, and the 170,000 adult population. The practical participating population within the school varies according to the particular activity, with a frequent maximum of approximately 300 students; however, an additional 600 students derive identifiable benefits, and as many more probably develop a cultural awareness through the program's activities. A 5% segment of the school population, i. e., 100 students, receive the major impact of the project, hence they prove a practical data base for evaluation.

MAJOR OBJECTIVE: PACTO's prime goal for improvement in the target population is to make Mexican-American students a more integral part of the total school population by providing opportunities for students from that ethnic group and for the other students to work together.

OTHER OBJECTIVES: PACTO's other goals, in decreasing order of importance, are to:

- Increase the self-esteem of members of the Spanish-speaking community;
- Provide students with language experience which will improve their use of both languages;
- Provide cultural experiences for the Spanish-speaking community (both students and adults); and
- Help the English-speaking majority in the community (adults and students) to learn about and appreciate the Spanish cultural heritage.

ACTIVITIES: Three faculty members of North Salinas High School--a teacher of drama, a teacher of dance, and a teacher of Spanish--guide the activities of PACTO. They work as a team to produce bilingual theatrical presentations, acted by Mexican-American and Anglo high school students, for both Spanish- and English-speaking audiences. Students prepare these presentations in their regular classes with these teachers and in after-school sessions. The core participants, approximately 100 students, involve themselves on a voluntary basis.

The initial impetus for PACTO came during the 1966-67 school year when

Local education agency: SALINAS UNION HIGH SCHOOL DISTRICT

the drama, Spanish, and physical education teachers at North Salinas High School collaborated in producing bilingual performances of a Spanish play, *Bodas de sangre* (*Blood Wedding*), by Federico Garcia Lorca. Although this venture was successful, it revealed the possibilities which might be attained with more adequate support than the school district can provide.

The teachers charted procedures they would follow in PACTO. A search revealed no other bilingual theatres in regular operation in the United States. The teachers studied relevant literature and contacted members of the local Mexican-American community. The principal of the high school concurred with the project's objectives and procedures and the governing board of the Salinas Union High School District authorized the project.

The activities of PACTO have included the following theatrical presentations: (1) *Los intereses creados* (*The Bonds of Interest*), by Jacinto Benavente, (2) *La casa de Bernarda Alba* (*The House of Bernarda Alba*), by Federico Garcia Lorca; (3) *Antigone*, by Sophocles; (4) a revival of *La casa de Bernarda Alba*; (5) *La Cornada* (*The Death Thrust*), by Alfonso Sastre; (6) an evening of Pan-American music by the concert pianist Leticia Abellar; (7) the Mexican film classic, FORGOTTEN VILLAGE, based upon a story by John Steinbeck, of Salinas, and (8) a Spanish-language film, LAZARILLO. Of these items 2, 4, 5, 7, and 8 were presented in Spanish, comprising a majority of the activities of the project. In addition, a week-long celebration of Pan-American Week has been held for the past two years. The more recent celebration featured Mexican-American dancers from Selma (California) High School, two Spanish-language films, two Spanish-language plays, and a banquet of Mexican foods, the school courtyard was decorated with flags of all the Pan-American countries, and the library featured an exhibition of artifacts from these cultures.

PARTICIPATION: The entire student body participates directly or indirectly in the activities of PACTO, particularly in Pan-American Week. An open invitation to the public evokes less response than expected, despite extensive public and private communications to boost response. Of approximately 300 students with Spanish surnames in the school, easily a majority participates in the activities of the project. The increase in self-esteem of this group of 300 is increasingly evident. Students enrolled in nonprofit private schools in the area have access to all project activities, except those daytime programs during Pan-American Week.

DATA OBTAINED: The data obtained is diverse; including anecdotal records, videotape recordings, R. C. Ziller's "Self-social Symbols Tasks," use-frequency records of library holdings in the Spanish and drama collections, class enrollment, box office records, and student surveys.

EVALUATION: Evaluation of the outcomes of PACTO is based on:

- Improved use of Spanish by participating students,
- Increased intermixing of ethnic groups,
- Increased self-esteem of participating Mexican-American students,
- Quantitative records of community attendance at performances, and
- Shifts in ethnic population of classes in drama and Spanish.

An interesting perspective of PACTO is on record by Dr. Samuel Elkind, associate professor of drama at San Francisco State College and vice president of California Educational Theatre Association. He features PACTO in "The Stage for Intercultural Education," *California Teachers Association Journal*, LXIV, No. 3 (May, 1968), 18-20: his review is highly laudatory.

Local educational agency: **San Bernardino Co.** Superintendent of Schools
Address: 172 W. Third Street, San Bernardino, California 92403
Project Director: Earl R. Lenz •Grantee: Roy C. Hill

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

PACE-SIM CENTER

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-6-000272-0349	Planning	2/7/66	10-31-66	175,410
		11-1-66	9-30-67	89,893
		10-1-67	9-30-68	44,726

TARGET POPULATION:

There are 200,000 children enrolled in public and private schools throughout the three county area of San Bernardino, Inyo and Mono counties.

MAJOR OBJECTIVE

The Center, through planning services and project preparation, will be responsive to the needs of the entire SIM area.

OTHER OBJECTIVES

None

ACTIVITIES

The major effort of the Center has been the initiation, researching and writing of project proposals based on need. Considerable time and effort has been devoted to consulting with clients throughout the SIM area with regard to project proposals of all types. (Titles I and VI of ESEA, NDEA and EPDA, will provide funding.) In addition to projects, there is an increasing amount of time and effort being devoted to assisting school districts in planning other activities related to education.

PARTICIPATION

The members of the Board of Governors of the Center and the various advisory committees which have been utilized are broadly representative of the cultural and educational resources of the area. Opportunity for participation in projects which have been developed by the Center has been extended to non-profit private schools.

DATA OBTAINED

The funding of projects by the U.S. Office of Education which have been prepared on the basis of indicated needs has assisted in reaching some of the objectives which have been established by the Center. Program planning and assignment of need are ongoing activities and data is being constantly obtained which provides direction to the Center.

Local education agency: **San Bernardino Co. Superintendent of Schools**

EVALUATION

The Center has been evaluated by Dr. Benson of the University of California at Berkeley and by the Arthur D. Little Corporation. No results are available at this time.

Local educational agency: Office of the County Superintendent of Schools, San Bernardino County
Address: 693 South "E" Street, San Bernardino, 92408
Project Director: Wayne Dean

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: VISUAL ARTS PROJECT

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-7-661948-0248	Operation	9/1/66	6-30-67	106,995
		7-1-67	8-31-68	131,424
		extended to 11-30-68		

TARGET POPULATION:

While 2,000 students are being evaluated, almost all of the more than 175,000 public and non-profit private elementary and high school students living in San Bernardino, Inyo, and Mono Counties will receive at least one of the various services provided by the Visual Arts Project in the school year 1968-69. The Project's evaluation program is primarily being carried on in 48 schools that are widely scattered geographically in the three counties. Eleventh and twelfth grade students from 24 senior high schools and fifth and sixth grade students from 24 elementary schools form the group of over 2,000 students on which the Project gathers data. Students are selected at random though a majority of secondary students evaluated are art students. Student attitudes toward art and artists and student knowledge of art are the two main characteristics being assessed. In the school year 1967-68, a total of 39,877 students in 37 elementary schools and 63 secondary schools attended programs provided by Visiting Artists; 13,609 elementary and secondary students attended Community Art Exhibitions provided by the Visual Arts Project; and 37,613 elementary students in 117 schools and 14,704 secondary students in 45 schools participated in the Project's Artmobile exhibit program during this same period.

MAIN OBJECTIVE:

To provide public art museum and art education services for the people scattered throughout this vast geographic area where no art museum exists. This is in order to raise the level of education in the visual arts of participating students and adults so that they will be self-propelled to promote in their own communities those public and private art activities necessary to enrich their lives and careers.

OTHER OBJECTIVES:

I. To give students and the general public a better understanding of the contribution the visual arts can make in enriching their lives by enlarging their interest in, appreciation and knowledge of this field.
II. To strengthen the opportunity for art students and teachers particularly in isolated areas to have a better measure of their own talents and more firsthand knowledge of art, artists, materials, and methods.
III. To encourage community interest in a wider program of art and to lay a long-range intercommunity foundation for the acceptance and support of innovation in the school and community art programs.

Local education agency: Office of the County Superintendent of Schools, San Bernardino County

ACTIVITIES:

Three major activities are underway which disperse art museum services throughout the 31,000 square mile area:

I. Artmobiles driven by art specialists and lecturers bring exhibits of original art works to schools on a daily basis.

II. Professional artists and designers are Visiting Artists for the period of a day in selected elementary, junior and senior high schools. The Visiting Artists usually demonstrate in a school assembly and meet with selected art and humanities classes as well as selected groups of career-oriented students.

III. Touring museum art exhibitions are installed periodically in the population centers of San Bernardino, Barstow, and Bishop. These Community Exhibitions of original art works provide local art field trips for students and the cultural advantages of a museum for adults living in these isolated communities. Each of the Visual Arts Project activities is supported by Project-developed educational materials that include filmstrip narrations, art reproductions, lesson plans and suggested follow-up activities. The quality of these materials and their use by the teacher is a major factor of the program's success.

PARTICIPATION:

The overwhelming majority of the area's art associations, educational and service groups have participated in Project programs. Each Community Exhibition held is cosponsored by one or more community organizations which hosts the actual exhibition daily. Members of the art departments of the junior colleges, the state college and the university located in the three counties have also been involved in Project programs. The University of Southern California, the University of California at Los Angeles, the Santa Barbara Museum of Art, the Pasadena Art Museum, the Los Angeles County Museum of Art, and San Diego Fine Arts Gallery, and numerous private galleries and collectors have loaned works to the Project for exhibition with a total valuation of probably more than $300,000.

DATA OBTAINED:

Student attitude, interest, knowledge of, and participation in art activities are being assessed with tests based on the art attitudes and information inventory developed by Dr. Elliot Eisner of Stanford University. These tests are supplemented by questionnaires and structured interviews developed by Dr. Ernest Garcia of California State College, San Bernardino.

EVALUATION:

Project interim evaluation concluded in June of 1968 shows that one or two contacts with Project programs greatly increases the amount of information recalled by students beyond the normal increase expected in a school year. A larger number of Project programs experienced does not increase information retained proportionally, however, a change in attitude toward a more positive consideration of art and artists does take place after a year of increased Project services.

Local educational agency: San Diego County Department of Education
Address: 6401 Linda Vista Road - San Diego, CA 92111
Project Director: Dr. John M. Huffman

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: SAN DIEGO COUNTY SUPPLEMENTARY EDUCATION

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-6-000507-0385	Planning	2/7/66	3/31/67	$ 10,705
OEG 4-6-000507-0385		4/1/67	3/31/68	109,349
OEG 4-6-000507-0385(056)		4/1/68	3/31/69	138,509

TARGET POPULATION:

The San Diego Supplementary Education Center serves all children in the region of the Center. This is a single county Center and the ADA in San Diego County for the present school year will exceed 300,000.

MAJOR OBJECTIVE:

To demonstrate that educational problems can be solved on a regional basis in San Diego County.

OTHER OBJECTIVES:

1. To conduct a continuing assessment of the problems and opportunities of public education in terms of the educational and cultural needs of the people of this area.
2. To provide a procedure whereby problems judged to be of highest priority may be selected for action.
3. To develop plans for the demonstration of innovative and exemplary solutions to the problems selected.
4. To inform the people of the area served, the State Department of Education, and the State Board of Education on the problems, priorities, and solutions identified.
5. To develop plans and procedures for a thorough and objective evaluation of each solution demonstrated, both as to the extent to which the program was successful in solving the problem selected, and the extent to which the demonstration was effective in influencing the adoption of the new program in other schools.
6. To evaluate the extent to which the activities of the Supplementary Education Center have contributed to the development of systematic plans for orderly, efficacious attacks upon the problems facing the public schools of the area.
7. To participate in the preparation and submission of annual and terminal reports to the U.S. Office of Education, the State Department of Education, and the State Board of Education on each project supported under ESEA Title III within this area, as required by Section 304 (a)(6). This section mandates the submission of reports to the Commissioner of Education as to "......the extent to which funds provided under this title have been effective in

Local Educational Agency: SAN DIEGO COUNTY DEPARTMENT OF EDUCATION

improving the educational opportunities of persons in the area served.........."

ACTIVITIES:

1. Project development - ESEA Titles III, V, VI and EPDA Part D.
2. Workshops for administrative and teaching personnel in San Diego County in such areas as project development, objectives, evaluation, and system analysis.
3. Dissemination through monthly publication, Education Catalyst.
4. Visitations for administrative and teaching personnel to outstanding ESEA Title III programs in southern California.

PARTICIPATION:

Persons representative of the cultural and educational resources of this region serve on both the Executive Committee and the Advisory Council of the Center. Representation is both on an advisory and policy determination basis. Specific names and agencies can be determined by examination of the Center's grant application. Students attending parochial schools, particularly the Catholic schools, participate regularly and derive benefit from the ESEA Title III projects in the region.

DATA OBTAINED:

This is best obtained by examination of the projects funded under ESEA Title III in this region. Evidence of regional cooperation and regional operation of programs is clearly evident.

EVALUATION:

The Center continues to place emphasis on regional solutions of problems. The objective is supported by all members of the Executive Committee. It is this committee which sets policy for the Center. Two of the projects developed by the Center have been selected by the USOE to be featured in a motion picture which tells of the results of the ESEA Title III program. Both of these programs are regional in the operational phase.

Local educational agency: Department of Education, San Diego County
Address: 6401 Linda Vista Road, San Diego CA 92111
Project Director: Dr. Glen N. Pierson, Director, Pupil Personnel Service

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

A Demonstration of a Regional Career Information Center

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-3-7-703883-3885	Operational	7/1/67	7/31/68	$65,492

TARGET POPULATION:
Students in 16 secondary schools in San Diego County comprise the target population for this project.

MAJOR OBJECTIVE:
To provide secondary school students with current occupational information on local job opportunities that require training of less than a baccalaureate degree.

OTHER OBJECTIVES:
1. Demonstrate a realistic process by which counselors, who by training and experience are most often oriented toward working with college-bound students, can utilize materials and information to aid non-college-bound youth.
2. Encourage students to discuss occupational information with their parents as the printed information provided the student is in a low-cost, easy-to-handle form.
3. Demonstrate the services provided by the San Diego County Career Information Center to the educational, business, civic, and cultural communities in San Diego County, in the state of California, and throughout the nation.
4. Demonstrate how students can investigate on their own many occupational fields and receive printed information they can study and retain.
5. Illustrate how one basic occupational information system can be adapted to meet the needs of students from both small rural and large urban school populations.
6. Disseminate information detailing the services and results of this program through informational brochures, through presentations at local, state, and national conferences, and through articles written for education and trade journals.

ACTIVITIES:
1. Eight secondary schools will be provided a microfilm reader-printer and a deck of aperture cards containing occupational information on 200 occupations. Another eight secondary schools will be provided a microfilm reader and an identical deck of aperture cards. Inservice training programs will be provided to the school counselors to encourage their use of these materials.

2. An Educational and Vocational Planning Questionnaire will be administered to all tenth grade students in San Diego County. Responses to this questionnaire will be tabulated by the Data Processing Section of the Department of Education, San Diego County, and individual responses will be reported back to school counselors. In addition, summaries of responses by building, by district, and for San Diego County will be reported back to appropriate groups. This data will serve as a bench mark regarding the educational and vocational planning of students in San Diego County.

PARTICIPATION:
Schools in this project will include two private non-public secondary schools. The occupational information synthesized and disseminated in this project will be reviewed by advisory committees composed of persons broadly representative of the cultural and educational community.

DATA OBTAINED:
1. An immediate reaction questionnaire will be completed by each student who uses the VIEW occupational information. The student will evaluate the materials on such criteria as helpfulness, understandability, realism, interest, completeness, and up-to-dateness.
2. In addition, data will be obtained regarding the grade level and achievement level of users, frequency of use of materials, referral sources, occupations investigated, and whether a printed copy of the material is taken for later use.

EVALUATION:
1. An evaluation study using experimental and control groups will be conducted. This evaluation is designed to determine the value and usefulness of the occupational information of this demonstration project involving the collection, synthesizing, and dissemination of occupational information via microfilm aperture cards.
2. A second purpose of this evaluation design will be to survey selected secondary school students to explore such phases of their vocational development as:
    a. The status of their vocational choices in grade ten.
    b. Their awareness of their characteristics and abilities and the relationship of these to their goals.
    c. The information and aids they have utilized.
    d. The extent of their investigation in arriving at their particular point in their vocational development.

Local educational agency: **San Diego Unified School District**
Address: **4100 Normal Street, San Diego, California 92103**
Project Director: **David C. Wright**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Seminar Program - High School Gifted

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-005512-0047-(056)	Oper.	April 1, 1968	Feb. 18 1969	$38,461

TARGET POPULATION: Highly gifted students with high achievement are programmed into seminars which combine, fuse and interrelate several advanced courses. Two centers, each accommodating 40 students Grades 10, 11 and 12, have been provided for students at the extreme upper end of the Binet scale. Two master teachers, one skilled in Math/Sciences and the other in English/Social Studies, aided by two teacher assistants, serve as a tutorial team at each center. The tutorial team guides the student in deciding which classes to undertake for independent study seminar experiences. Each is programmed according to his expressed interest and achievement at Grade 10 in from one to three seminars. Eleventh and twelfth graders who have developed the requisite skills and responsibilities for conducting research and investigation on advanced topics may be programmed in four or five seminars. At present, physical education is considered the basic course for relating the student to other students in the school. Essentially, the student is placed with a group of mental peers with whom he can discuss and report his investigations and who in turn can question him.

MAJOR OBJECTIVE: The prime improvement sought is to provide more advanced course work and laboratory experiences than now provided by the system of advanced courses. Seminar students will become more responsible for their educational experiences, including hopefully, discovering career and professional interests by participation in many community and vocational exploratory experiences. Provision is made for seminar study in two subject disciplines utilizing an interdisciplinary approach.

OTHER OBJECTIVES: Utilization of entire school staff to provide learning experiences appropriate for the needs of individual students and to provide an increased variety of multi-media materials to meet students' needs, using instructional materials ordinarily reserved for teacher or college student use.

Local education agency: San Diego Unified School District

PARTICIPATION: Participation of persons representative of the cultural and educational resources is shown by offers of volunteer help from university professors of art and music as well as from the academic disciplines. New resources include those of the Roman Catholic Diocese of San Diego. Among these new experiences will be participation in an archaeological program at Mission San Diego, participation in law school activities of the University of San Diego, as well as participation in field trips devised by the participating teachers. Ten parochial students after the summer program of psychological testing, five students at each center, have joined the seminar project.

DATA OBTAINED: Data to be collected to measure progress toward the major objectives will include term papers, tape recordings of reports and seminars, opinion surveys of parents, teachers and students, as well as evaluatory ratings by expert judges. Student logs will report the nature and type of books read for seminar reporting.

EVALUATION: A preliminary inservice seminar program, conducted during the past summer with eight participating teachers, showed that the hoped for objectives are obtainable under the format of this Title III project. Participating teachers were impressed by the quality and discussion levels of the seminar student population. In turn, parents and students reported that the summer project had been enjoyable, informative and very worthwhile. Serious study of the data to be collected in the large group operation will, hopefully, continue this trend under the careful study and analysis of the expert judges. Two doctoral dissertations evaluating the pilot project at Point Loma High School present behavioral and attitudinal changes in a favorable light.

Local educational agency: **San Diego Unified School District**
Address: **4100 Normal Street, San Diego, Cal. 92103**
Project Director: **Norman W. Houser**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Inner City Education Demonstration Project

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-805992-0163-(056)	Operation	6-20-68	6-30-69	$750,000

TARGET POPULATION:

The target population includes approximately 2800 school pupils and 122 teachers in five elementary schools, 1500 students and 88 teachers in one junior high school and 2100 students and 93 teachers in the receiving senior high school. The ethnic percentages at the senior high level are about 30% Spanish surname, 23% Negro and 44% "other white." This healthy balance occurs because one of the two junior high schools feeding the high school is not an Inner City school and is predominately white. The target junior high school and the five elementary schools all have around 94% minority enrollments; however, a considerable variation occurs in the percentages of Mexican-American and Negroes in the different schools.

This group of schools was selected because it is in an old section of the city where urban decay has set in, where most students are from ethnic minorities, and where the greatest portion of non-English speaking students live.

MAJOR OBJECTIVE:

The major objective of the project is to increase the effectiveness of education in the lives of the students so that they can and will function at increasingly improved levels as students and adults. Increased achievement and total functional competence are broad objectives but anything less would be piece meal.

OTHER OBJECTIVES:

Other objectives are identified by the components of the project and are not listed in order of importance. They are:

1. To provide extensive involvement of parents, community and school personnel in all aspects of the program and in a meaningful way.

2. To provide prekindergarten experiences for pupils not now qualifying for present programs.

3. To provide additional teacher aides and assistants at all levels plus additional teaching positions. Teacher aides are to be indigenous to the community.

4. To provide English as a second language at all grade levels and bilingual instruction in math and language arts at the junior high school.
5. To provide career orientation, planning and follow-up for all students from grades 6 through 12.
6. To provide functional literacy and functional mathematical competence.
7. To provide improved and additional counseling services.
8. To locate, screen and/or prepare curriculum materials.
9. To provide in-service education for staff.
10. To evaluate all aspects of the project.

ACTIVITIES:

The parents of each target school will elect members to the school's Parent Advisory Council. These councils will determine the use of project funds allocated to the school on the basis of about $25 per student. A project board will also be formed that will include one or more council representatives from each school as well as representatives at large from the Mexican-American community, the Negro community, business, labor and community organizations.

PARTICIPATION:

Teachers, parents, community groups, business and industry, labor, the Southeast Ministerial Association, and members of the press, radio and television are all being contacted and being urged to participate with and react to the project. Three parochial schools in the target area are being included to receive project services and materials.

DATA OBTAINED:

Attendance records, number of dropouts, performance and ability test data, attitude questionnaires, interviews, follow-up studies, and case histories will be gathered and used. The district already has an extensive data bank, including a great deal of baseline information on the target population.

EVALUATION:

An extensive evaluation design has been prepared by outside consultants and a full-time evaluation coordinator has been employed to help with its implementation. The Parent Advisory Councils and the Project Board will be involved in the evaluation and in reviewing the results. In the light of findings, the Project Board will develop the components to be included in the application for a grant renewal.

Local educational agency: San Diego Unified School District
Address: 4100 Normal St, San Diego, California
Project Director: Herbert Ibarra

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: EXEMPLARY PROGRAMS IN ENGLISH AS A SECOND LANGUAGE

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	OEG-4-7-67-2941-2726	Operation Planning	2/1/67	10/31/68	$166,915

TARGET POPULATION:

The target population consisted of non-English speaking students (K-12) in San Diego County who were identified as having a language handicap and needing ESL instruction. Mexican-American parents also benefited from the program through involvement in adult ESL classes and school affairs. The main impact of the project affected 84 Mexican-American children in four school districts selected as demonstration centers in the County. Approximately 15 teachers and administrators were involved in the demonstration program. Monthly inservice workshops also involved about 100 school personnel whose training benefited a total of 1000 students throughout the County. Project personnel involved in implementing the objectives were the Director, Community Coordinator, Curriculum Coordinator and four community aides.

MAJOR OBJECTIVE:

To alleviate the language handicaps of children who had initially acquired a language other than English through 1) demonstrating innovative and exemplary methods of teaching English as a Second Language and 2) establishing effective means of communication between the school and the Mexican-American community.

OTHER OBJECTIVES:

To establish four model ESL demonstration centers.
To coordinate programs, evaluate progress and disseminate information pertinent to all aspects of this ESL effort.
To demonstrate ways to equip Mexican-American pupils with the four English language skills: listening comprehension, speaking, reading and writing.
To acquaint teachers and staff with better methods, materials and techniques of working with non-native speakers of English.
To identify for the teacher the unique cultural characteristics which Mexican-American children bring to the learning process.
To develop in each pupil the fundamental skills and modes of learning that carry beyond the classroom and immediate school environment.
To encourage, promote and maintain pupil and parent participation and appreciation for education at all age levels.
To evaluate and disseminate the findings of the project to the appropriate County, State and National educational and community agencies.

Local Educational Agency: SAN DIEGO UNIFIED SCHOOL DISTRICT

ACTIVITIES:

Four demonstration districts were selected to demonstrate innovative methods in teaching ESL. Visitors to the Center and the demonstration classes came from throughout California and the nation.

With the assistance of community aides, effective communication was established between school and home through Spanish-speaking parent conferences and adult ESL classes.

Project information was disseminated through the ESL Newsletter and through consultive visitations by the Center staff.

Inservice training was provided for 120 teachers and administrators during a 6-week summer and monthly workshops. Video tapes were prepared to show innovative ESL teaching techniques and to sensitize teachers to the problems of the Mexican-American community.

In the summer of 1967 the Center, in cooperation with community agencies, recruited an overwhelming number of Mexican-American children for the summer school program.

PARTICIPATION:

San Diego Unified and three other school districts in the County were the demonstration centers and eight other districts also participated in the ESL program.

There was a continuous exchange of services between the Center and Mexican-American organizations in the fields of education, welfare, labor, employment and many others.

Video tapes, publications and other information and assistance from the Center were available to non-profit private as well as public schools.

Teachers of non-English speaking children in non-profit private schools were involved in the inservice training.

DATA OBTAINED:

Pre and post testing of 200 children in the demonstration classes was conducted to determine the effectiveness of ESL programs. Areas tested included intellectual capacity, audio-lingual ability, reading-readiness achievement, social maturity and personality development.

Teachers' evaluations of inservice workshops and visitors' assessments of the demonstration classes and Center services were gathered.

Biographical data were gathered on the ESL students and their families by the community aides.

Evidence of parent participation was collected by the Center.

New materials for ESL teaching were continually evaluated.

EVALUATION

Objective evidence indicated great accomplishments in establishing effective communication between school and home.

Due to the short duration of the project the student target population did not grow to the extent anticipated.

Data gathered highly commended teacher growth, due to the influence of Project efforts, within the County as well as other areas.

Local educational agency: San Diego Unified School District
Address: 4100 Normal St. San Diego, California, 92103
Project Director: Wm. J. Stone, Director, Secondary Schools

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

A MATHEMATICS LABORATORY DEMONSTRATION/LEARNING CENTER

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-006195-0104-(056)	Operational	6/1/68	6/30/69	$9,998

TARGET POPULATION:

Nine hundred and seventy-one junior high school students from a culturally and economically disadvantaged inner-city area are utilizing a MATHEMATICS LABORATORY DEMONSTRATION/LEARNING CENTER at Gompers Junior High School. Ninety-three percent of these students are from minority groups: 748 are Negro, 58 are other non-whites and 165 are white.

The Gompers Junior High School student is from an economically depressed area with few cultural resources in his geographic district. The average family there includes 3.7 children, and a family income of $40.00 per week is not uncommon. The San Diego County Welfare Department reports that 26.5% of these students come from families receiving welfare aid.

Standardized capacity and achievement test medians revealed that these students ranked 16th among 17 junior high schools in the San Diego Unified School District in both intellectual capacity and overall achievement. These students ranked lowest in the area of mathematics with a median percentile of 11 in arithmetic computation, 21 in arithmetic concepts, and 20 in arithmetic applications. Ninety-one percent scored below the national norm in arithmetic computation, 86% scored below the national norm in arithmetic concepts, and 92% scored below the national norm in arithmetic applications.

Two part-time non-professional personnel are involved in this program as teacher assistants. Personnel involved but not paid by Title III Funds include three administration/supervision personnel, two grades 7-12 teachers, and three other professionals assigned to the project: a Mathematics Specialist, an Instructional Consultant for Secondary Mathematics and a District Resource Teacher. These services are provided for by the Curriculum Services Division of the San Diego Unified School District.

A special MATHEMATICS LABORATORY DEMONSTRATION/LEARNING CENTER workshop was held June 25 to Aug. 1 as a part of the In-Service Education Program of the San Diego City Schools. The workshop, developed around the math laboratory at Gompers Junior High School, included a study of the materials and equipment in the lab, ways of developing units of basic skills, and independent study projects. Math games, manipulative equipment for the students to work for themselves, and demonstration models were investigated. Audio-visual equipment including film strips, recording tapes, overlays for overhead projectors and Super 8 film loops were employed.

Local education agency: San Diego Unified School District

MAJOR OBJECTIVES

The major objectives are (1) to increase the interest and motivation of low-achieving mathematics students, (2) to serve as a source of ideas and as an aid to professional growth, and (3) to raise the students' level of achievement in mathematics.

OTHER OBJECTIVES

The MATHEMATICS LABORATORY DEMONSTRATION/LEARNING CENTER provides teachers with both the encouragement and the means to develop innovative approaches to teaching mathematics; it provides enrichment and opportunity for independent study for the more able mathematics students; and it is used to demonstrate and test the use of equipment,materials and teaching techniques that offer promise in the instruction of disadvantaged students in the junior high school.

ACTIVITIES

The Mathematics Laboratory provides calculating machines, mathematical devices and games, background reading and research materials, and concrete materials for the demonstration and illustration of mathematical concepts and operations. Emphasis is placed on the diagnosis and intensive remediation of individual student disabilities as a means for developing mathematical competence and identifying needed changes in curriculum content and instructional techniques. A cooperative team approach, utilizing various teaching methods and devices geared to the need of individual students, is employed to maximize teacher involvement.

PARTICIPATION

Parent involvement in the Laboratory is encouraged through demonstrations of lab equipment to the parents, parent-teacher interviews, and by surveys and/or questionnaires answered by parents.

Invitations have also been extended to the two parochial schools in the area to introduce their math teachers to the program as an inservice educational opportunity.

DATA OBTAINED

The MATHEMATICS LABORATORY DEMONSTRATION/LEARNING CENTER went into operation early this summer and at this time it is too early to evaluate the results. The evaluation, however, will be based on standardized tests, on appraisal of the voluntary interest shown by the student who enters the center on his own free time, on parent and teacher interviews, and on professional appraisal. Besides performance, efforts will be made to assess changes in student attitudes and interest in mathematics.

Local educational agency: **San Diego Unified School District**
Address: **4100 Normal Street, San Diego, California**
Project Director: **Herbert Ibarra**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

A REGIONAL APPROACH: ESL/BILINGUAL-BICULTURAL

Funding: USOE Grant Award No.	Type	Period of Funding From To	Amount $
OEG-9-8-086022-0164-(056)	Operation	6/25/68 to 7/31/69	$250,941

TARGET POPULATION:

All students in the target population are to be monolingual Spanish-speaking. An elementary and a junior high school in the lower socio-economic area will house these students. All classrooms in the program will take fifteen to eighteen students for the specialized instruction. The following grade levels will be involved during the first year of the project: preschool, kindergarten, upper grades (4, 5 and 6) and junior high. Seventy-five to ninety students will receive the main impact of this program. Five teacher-writers, a community coordinator, a curriculum coordinator, a psychologist and a graphics artist will be involved in the development and adaptation of bilingual materials for the teachers and administrators in charge of the target population. Through inservice training, involving approximately 15 City and 15 County teachers and administrators, a total of 1500 students will benefit from this program.

MAJOR OBJECTIVE

To bring about, during a three-year period of instruction, a degree of English proficiency in the students which will enable them to perform independently without additional assistance. This will be accomplished through development and use of specialized bilingual teaching materials, including Spanish language lessons to insure that the students' cognitive powers grow as they sequentially acquire the English language. These materials will be designed so as to be easily transportable anywhere.

OTHER OBJECTIVES

To institute an effective program of liaison between the school and Spanish-speaking home and involve the Mexican-American community in school affairs through coordinated efforts by City and County schools.
To develop specialized tests to measure the non-English speaking child at all stages of language development.
To provide inservice training on English as a Second Language/Bilingual teaching techniques and cultural awareness of the Mexican-American for approximately thirty teachers in the City Schools and six other districts.
To develop video tapes on 1) ESL/Bilingual teaching techniques and 2) sensitization of school personnel to the problems of the Mexican-American.

OTHER OBJECTIVES (Cont.)

To demonstrate multi-district cooperation in all efforts.

ACTIVITIES

The teacher-writers who will be assigned to the target elementary school will adapt, develop and field test bilingual material for preschool, kindergarten and upper grades. At the junior high level two teacher-writers will adapt, develop and field test Spanish lessons in math and social studies.
The Community Coordinator will supervise activities of the Project Community Aide, who will work in the City Schools, and five community aides who will work in each of the satellite districts. They will recruit parents of the target population for adult ESL classes and attendance at Spanish-speaking parent conferences.
The Project Psychologist will develop special instruments to assist in evaluation of the language development of the target population.
Inservice training, which will be coordinated by the staff of the ESL/Bilingual Center, will consist of ten monthly workshops and a six-week summer workshop.
Video tapes prepared by the Center will be used for inservice training within the Project and will also be available for loan to school districts and interested authorities throughout the nation.

PARTICIPATION

Six districts other than San Diego Unified will serve as satellite districts for inservice training and community involvement.
Mexican-American organizations will receive educational assistance from the ESL/Bilingual Center.
Material developed by the ESL/Bilingual Center will be made available to private non-profit as well as public schools.
Teachers of non-English speaking children in private non-profit schools will be involved in the inservice training.

DATA OBTAINED

Both objective and subjective instruments will be used to evaluate the program objectives. The instruments will be used to gather pre, continuous and post data on the target population. Data will be gathered when children become involved in the program and when the program terminates each school year. Continuous data will be gathered during the school year to provide longitudinal data. There will be continuous searching for materials which can be used to teach ESL and that also correlate with typical classroom materials in order to facilitate transition into the regular classroom. Evidence of parent participation and community involvement in school affairs will be included in the data collected.

EVALUATION

The data should indicate that the target population has become sufficiently independent so that it can compete successfully with the major community.

Local educational agency: San Diego Unified School District
Address: 4100 Normal Street, San Diego, Calif. 92103
Project Director: Harmon Kurtz, Wm. H. Stegeman, Stephen A. All

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Supplementary Educational Service - Instructional Television Educational Experience Development and Distribution

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
OEG-4-6-001249-0924	Operational	May '66	Sept. '68	$399,559

TARGET POPULATION:
San Diego County in land area is as large as the State of Connecticut. School enrollment in this geographic area is 268,756 public, 24,372 non-public. Persons served by the project: 221,194 public with additional 8,686 staff members engaged in in-service training for the project, 4,265 non-public persons served. Of this, 92.35% are white, 5.15% are Negro, .22% American Indian, 2.25% other non-white*. The project is to serve students in K-12 with a special effort being made to produce and program Instructional TV series for secondary schools (7-12). Videotape Recorders are used to tape and replay specific programs throughout the class day to provide more flexible scheduling.

MAJOR OBJECTIVE: Producing curriculum related, videotaped student and teacher learning experiences recommended by subject area study groups (of which there are 13) and approved by the Joint Curriculum Coordinating Committee, Curriculum Steering and Executive Committees; acquiring out-of-house ITV productions which are all previewed, recommended and approved by the educator group listed above; developing and distributing supporting utilization material in the form of manuals, film, study guides and broadcast schedules; broadcasting the telelessons produced or acquired (via KEBS Channel 15) to students and teachers during the school year; planning for acquisition of hardware (TV receivers, antenna systems and videotape recorders) in conjunction with San Diego County and San Diego Unified School District's AV and Instructional Aids Divisions; coordinating these activities described with other local, state and federally supported programs and projects.

OTHER OBJECTIVES: Development of additional "software" which becomes a "fringe benefit" of producing television programs; i.e., 16mm film that can be converted to 8mm single conceptuals; 35mm slides which can be made into film strips; flat pictures from art work used on TV programs; models built, made available to schools on rotating basis; "master" art work, graphs and tables for inclusion in teacher guides to be used on overhead projectors. The unique structure of the San Diego Area Instructional Television Authority is developing into a strong organization which is being copied by

*Figures from San Diego Planning Department as of Jan. 1967 and Racial Ethnic Survey of California Schools, Fall, 1966.

Local education agency: San Diego Unified School District

other institutions. It offers direction from teacher through superintendent and from superintendent through teacher to use the medium of television to help meet critical curriculum needs.

ACTIVITIES: 1) Producing ITV programs, involving local talent, local resources. 2) Producing support material (teacher guides) and in-service training for utilization.

PARTICIPATION: Twenty-four public school districts and ten non-public schools are members of the San Diego Area ITV Authority for a total of 241,000 students. Civic organizations, Fire, Police, Government helped to produce (8-11 Grade Civics Series) "Community"; local historical organizations and persons contributed greatly to "Heritage-The Story of San Diego"(4th Grade History); local artists, manufacturers and business firms contributed to development of "Art Around Us," series of secondary school art appreciation. "Peaceful Uses of Nuclear Energy," science for secondary received the full cooperation from Gulf General Atomic and Community Educational Resources to develop a series which is now being distributed nationally.

DATA OBTAINED: Two publications are already published, "SDA/ITVA Description, Analysis, and Evaluation, October 2, 1967 - May 17, 1968" and "An Analysis of San Diego Area Instructional Television, January 30 - May 29, 1967." These are available on request.

EVALUATION: The SDA/ITVA is in a position to implement its objectives and attain its goals because it is staffed with creative personnel and fortunately located in a community whose burgeoning cultural-scientific personnel and technical resources represent a high level of readiness for educational research and development. Concurrently evaluation with subject area committees, teachers and curriculum specialists are under way. With the "immediacy" offered by the medium of TV curriculum change does not have to wait "years" to take place. Change can be as immediate, or as gradual (teacher training and in-service prior to) as needed.

Local educational agency: San Francisco Unified School District
Address: 135 Van Ness Avenue, San Francisco, Ca. 94102
Project Director: Mr. Harold L. Weeks

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Regional Educational Data Processing Center

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
USOE #4-6-000711-0625	Operation	2/03/66	6/30/67	40,523
USOE #4-6-000711-0625	Operation	7/01/67	6/30/68	109,477

TARGET POPULATION: 1966-67: 2 Senior High Schools (4,350 pupils)
2 Junior High Schools (2,500 pupils)
2 Elementary Schools (1,750 pupils)
Faculty involved -- 400
5 of the 6 schools are within, or border, the ESEA Title I target areas.
1967-68: 6 Senior High Schools (14,000 pupils)
2 Junior High Schools (2,400 pupils)
Faculty involved -- 800
6 of the 8 schools are within, or border, the ESEA Title I target areas.

MAJOR OBJECTIVE:

To establish an integrated educational information system utilizing the Pupil Personnel Package of the "California State Regional Educational Data Processing Center," and concomitantly to provide school services which would alleviate counselors and teachers of clerical duties and to provide parents, counselors, and administrators with educational information for meaningful decision making.

OTHER OBJECTIVES:

With the clerical load reduced, the number of "learning, teaching, and counseling hours" throughout the term are increased.

Because of the more efficient opening and closing of a school term made possible by data processing, there is a resultant morale building factor for students and teachers.

By maintaining effective communication with school-site personnel and by involving them in working on mutual problems it is possible to build better coordination, articulation, and integration between the schools in the areas of planning, curriculum, personnel, and procedural operations.

Improvement in accuracy and completeness of school records.

Improved communications and services between parents, counselors and teachers.

Minority ethnic groups feel computer scheduling is "fair" in assigning them to classes.

Auxiliary reports using information retrieval are produced without interfering with school procedures. Previously it had been necessary to ask the schools to make these reports manually with attendant disruption of classes and clerical demands on teachers.

ACTIVITIES: In the 8 target schools:
A comprehensive student master file is now being maintained on students.

Local Educational Agency: San Francisco Unified School District

ACTIVITIES:

In the 8 target schools:

A comprehensive student master file is now being maintained on students.

Computer scheduling of students into classes is effected every semester (twice yearly).

Report cards, teacher class lists, grade labels, mailing labels, master course directories, school rosters, scholarship reports, failure lists for counselors, mark analyses, grade point averages, and class ranking lists are being produced at the appropriate times.

PARTICIPATION:

School-site personnel have been involved in the project and have been most cooperative in working through the many problems which are inherent in the inception of all innovative plans and especially in making the transition from manual to machine operations.

Since the San Francisco Unified School District is still in the process of determining its total and long term needs as they relate to a machine installation, it has not been possible to include all the district schools or nonprofit private schools in the project, but this is envisioned in the future.

DATA OBTAINED:

Files, reports, schedules, etc. produced for the schools.

Letters and statements from teachers, counselors, administrators as to the efficacy of the project.

EVALUATION:

The objectives mentioned above have been accomplished as evidenced by the files, reports, records, etc. now being produced.

With some minor adaptations, the Regional Educational Data Center concept is proving to be efficacious in meeting the needs of the large city high schools.

The following statements by school personnel illustrate the assistance data processing gives the schools.

> "It has been of great value to the teachers in providng class lists, lessening the clerical work in report card procedures, and virtually eliminating the clerical work for homeroom teachers at the end of the term."
>
> "Manual scheduling of students into classes is no longer tenable after using the efficient resources of the machine scheduling process."
>
> "Data processing saves hours of valuable teacher time which can be devoted to individual student needs, to additional preparation, and study."
>
> "Data processing provides time saving analyses of grade distribution."
>
> "With the help provided by data processing teachers can begin teaching on the first day that school opens and can teach up to the last day of the school term."

As a result of the ESEA Title III project the San Francisco Unified School District has appropriated district funds for the continuation of data processing for the 1968-1969 school year.

Local educational agency: San Francisco Unified School District
Address: 135 Van Ness Ave., Room 39 San Francisco, Calif. 94102
Project Director: Mr. Albert Silverstein

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

TITLE III PLANNING CENTER

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-001539-0923	Planning	7-1-66 -	6/15/69	$281,903

TARGET POPULATION: Inasmuch as the Center is a planning arm of the San Francisco Unified School District and is available also to serve the non-profit private and parochial schools of the City and County, its ultimate beneficiaries are pupils of the 103 public elementary schools, 25 secondary schools and 6 adult schools; the 60 parochial schools and 9 non-profit private schools of the City. As of September 2, 1968, a major change in the organizational structure of the school district--the institutuion of two positions, namely the Department of Research and Development, and the Department of Innovative Planning--represents a major recognition of planning and innovation as imperative functions within the school system. Under this revised structure, the Planning Center is answerable to the above named departments.

In the past year, the Planning Center has been involved in planning and writing three funded projects, the target populations of which are: seven schools in one racially integrated area of the City (Ocean View, Merced Heights, Ingleside and Ingleside Terrace); the nine schools in a racially segregated neighborhood in San Francisco (Bayview-Hunters Point District - Project SEED); and 60 teachers of the educationally handicapped who participated in the summer of 1968 in an in-service workshop. In addition, the Center submitted seven additional proposals, all of which are pending. The title and target populations are as follows: Matching for Success - 160 10th Graders, 80 achievers and 80 underachievers; New Concepts in the Cultural Arts - originally intended to have an impact in every area and every school in San Francisco, it may now be modified and abridged for more localized impact with private or local financing; Outdoor Education - San Francisco 5th Graders; ESL Bilingual Program - 120 teachers within three years; Educational Facility for Rubella Victims - 6 children from 2 to 6 years of age; Itinerate Teachers for Borderline Retardates - two classes of retarded children, one age 8 to 10 years old, the other 10 to 12 years of age; Proposal in Administrative, Teacher, Librarian and Para-Professional Staff Development - within the next three years to provide in-service training for 320 administrators, and reading specialists, librarians and para-professionals, in 141 elementary, 16 junior high schools and 10 senior high schools. (Other projects with other target groups were partly developed or shelved during the same period.)

MAJOR OBJECTIVE: At this time the Center is no longer simply an instrument by which funds are sought for operational projects under Title III; a shift of objectives has been effected so as to develop and organize the Supplementary Educational Planning Center as a planning arm for educational change within the San Francisco Unified School District, also involving non-profit schools.

Local education agency: San Francisco Unified School District

OTHER OBJECTIVES: To determine educational needs at all levels; formulate solution strategies for educational problems which have been defined; involve citizens groups as they relate to education through the Community Organization Process; translate needs analyses and research information so as to design educational projects which can be implemented and funded through either school, federal or foundation funds.

ACTIVITIES: Carrying on a continual need assessment; involving the community through advisory committees, PTA and compensatory education council; creating liason with administrative councils, bureaus and departments within the unified school district, parochial and private schools, institutions of higher learning such as San Francisco State College, City College of San Francisco, University of San Francisco, and with wide variety of cultural, social, and educational agencies of San Francisco Bay Area; originating proposals for innovative or exemplary programs of education; planning, editing or renegotiating proposals originated by other individuals or agencies; carrying on educational research pertinent to current projects; evaluating present programs; planning reallocation of resources where new funding is not possible; determining funding possibilities other than Title III; assisting with long range educational planning to meet determined district goals; etc.

PARTICIPATION: Adequate indication of "participation of persons broadly representative of the cultural educational resources of the area" can only be achieved by perusing the full list of agencies and individuals serving on the Executive and Advisory Committees of the Title III Planning Center, as well as those lists of advisory committees established for the individual projects. Briefly, these include administration and faculties of many elementary, junior high and senior high schools, parent and community groups of several neighborhoods, and chief executives of the major cultural, educational, social, and welfare agencies of San Francisco Bay Area.

DATA OBTAINED: No single criterion for evaluative data can be stated for the overall operation of the Planning Center; however, its impact and effectiveness can partially be determined by the number of proposals and ideas for proposals received, the number formulated, and those funded through various sources, including Title III, ESEA, and the success of such projects once initiated. Beyond this, more subjectively, would be the recognition within the school system given to the need for educational research and development and/or innovation. (This is not, of course, to ignore the data to be obtained in order to determine the effectiveness of individual projects. For this information, please refer to the proposals in question.)

EVALUATION: The Planning Center in 1967-68 wrote or helped write 13 proposals; of these three were funded, seven are pending, two have been shelved, and one has not been approved. In assessing the impact of the Planning Center, it should be kept in mind that even uncompleted and non-funded proposals have in many cases stimulated and clarified thinking, and opened many channels of communication. Furthermore, any one or more of the seven pending proposals may at sometime be funded, renegotiated, or rewritten. Concepts or components developed in the writing of any of the proposals may later find form in other proposals or materialize through other resources, whether or not they are again expressed in formal proposals submitted through the Planning Center. Most important, the Planning Center has received recognition as a key agency in the official planning arm of the San Francisco Unified School District.

Local educational agency: San Francisco Unified School District
Address: 135 Van Ness Avenue
Project Director: Carlos Ruling

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: (Community Education Planning Project) (CEPP)
Planning the Educational Program in the Merced Heights, Oceanview, Ingleside Community Stabilization and Improvement Project.

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-7-662418-2665 (056)	Planning	1/10/67 Extended through	6/30/68	$222,331

TARGET POPULATION:

There are five public and two parochial schools in the Project; Commodore Sloat, Farragut, Jose Ortega, San Miguel, Sheridan, St. Emydius and St. Michael's. The racial makeup is as follows:

Negro	Chinese	Japanese	Filipino	Spanish Surname	All others
2803	64	22	71	191	1635

Of the five public schools, Commodore Sloat is the only one with a predominatly Caucasian racial composition. Jose Ortega and Sheridan Schools have reached the point where they are almost solidly minority group in composition. Farragut and San Miguel Schools are still somewhat integrated as are the two parochial Schools: St. Emydius and St. Michael's.

MAJOR OBJECTIVE:

The major objective of the planning year was to plan improvements for the schools that would be of great enough significance to contribute to community improvement and stabilization.

OTHER OBJECTIVES:

1. Canvassing the communities to determine individual and group Reactions to the Project being developed.
2. Involving representatives from all relevant organizations and agencies in planning for the development of the proposed educational program.
3. Surveying the human resources of this community and planning for their use in carrying out the purposes of the Project.
4. Surveying available building facilities and planning additional buildings as needed for the Project.
5. Developing working committees in the schools and communities, and advisory committees with broad representation in order to provide consultation in carrying out the plans made during the planning year.
6. Developing detailed plans for possible curricular and organizational innovations to be initiated within each of the schools participating.
7. Preparing an application for an operational grant under Title III which, if approved, would permit the implementation of the plans.
8. Establishing new cooperative working procedures and relationships among the San Francisco Unified School District, the community,

Local education agency: **San Francisco Unified School District**

OTHER OBJECTIVES: (continued)

San Francisco State College and other agencies and institutions in the community in order to facilitate the use of their resources for this Project.

ACTIVITIES:

Numerous meetings of the Administrative Council, Curriculum Committees and other small groups of parents, teachers and administrators were held with the involvement of S. F. State College personnel in order to determine priorities and concerns of as many elements of the community as possible. These meetings were facilitated by the addition of a "floating teacher" to the staff of each of the public schools. Pilot programs in art, music, reading, mathematics, elementary guidance and parent/teacher conferencing were conducted. A series of proposals were developed to meet all the needs expressed in the numerous meetings and planning sessions.

PARTICIPATION:

Participation by representatives of the three main elements of the Project was constantly sought. The Administrative Council was organized so that there would be equal representation from the college, the School District and the community. There was at least one representative from the community as well as the college and the School District on each curriculum committee. Parents were involved in the pilot programs in art and music, mainly in the transportation of children from one site to another. There was considerable participation of teachers, parents and college personnel in the development of the parent/teacher conference program at Farragut School. Because they did not have a "floating teacher", the non-profit parochial schools were only able to participate in those activities taking place after school hours.

DATA OBTAINED:

The data obtained was primarily baseline data such as:

1. An assessment of school environments in the five schools of the Project and for comparison the school environments of 16 Bay Area schools including a wide range of charateristics economically, racially and philosophically;
2. records of achievement on normative tests in reading, science, social studies, spelling, word study skills, language, arithmetic computation arithmetic concepts; these were analyzed by race, by sex and by school;
3. Pupil perceptions of their school;
4. grades awarded by teachers in the five schools, broken down by race, by sex and by school;
5. discipline problems by school, by race and by sex;
6. attendance problems; and thirteen (13) other items.

EVALUATION:

A number of proposals were developed which, if funded, would improve the quality of education being offered in all seven schools of the Project area. Each of the other objectives were achieved to some degree.

Local educational agency: San Francisco Unified School District
Address: 135 Van Ness Avenue, San Francisco, California 94102
Project Director: Mr. Isadore Pivnick

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: SEED (Southeast Educational Development to Establish a School/Community Educational and Planning Program)

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-805895-0166 (056)	Operational	6-22-68	6-30-69	545,760

TARGET POPULATION: The project will benefit directly the whole student body of the exemplary demonstration elementary school, the participants in programs to be developed in the planning phase and a wide representation from the community. Persons to be served directly or indirectly will ultimately include all students (some 7,146) of the Hunters Point-Bayview community, a district of San Francisco with a largely Negro student population. These benefits will be derived from the establishment of an exemplary model of community organization with cooperation between parents, community representatives, and school personnel. The initial thrust will be to plan and design a model experimental elementary school relevant to the special educational needs of the children in this area, beginning with a pilot demonstration program of first grade instruction for 45 students. Emphasis will be on: first, the extent and quality of community participation in the improvement of their schools and, second, on the establishment of meaningful, intellectually productive and personally satisfying educational programs for the children in the area.

MAJOR OBJECTIVE: To establish an exemplary model of community organization in which parents, community representatives and school personnel cooperate in the creation of a model experimental elementary school for the Hunters Point-Bayview area. The prime "improvement" sought is in the excellence and relevance of the educational program as defined by members of the community in cooperation with school personnel.

OTHER OBJECTIVES: To enable community members to join school personnel in educational evaluation and improvement; sensitize school personnel to present day racial and cultural realities; improve community and parent understanding of school procedures and dynamics; develop strategies potentially productive of racial integration; identify the best and eliminate the least productive school projects, materials and techniques; develop sensitivity programs for parents to enhance their effectiveness in assuring their children's school success; provide opportunities for community members to participate on a paid basis in the educational programs.

ACTIVITIES:

I. Establish Parent Education Review Committees which will inform themselves of present educational practices, assess the needs of Kindergarten and 1st Grade students, and develop proposals for experimental projects to meet these needs.

2. Establish an organizational framework for the SEED administrative structure.
3. Establish an educational developmental center in rented facilities in the district.
4. The SEED Project Board will assess professional and community opinion as to the need for programs of educational improvement.
5. Develop model demonstration 1st Grade classes.
6. Provide in-service training for the parents of the pupils in the demonstration classes.
7. Develop programs for training of para-professional staff.
8. Begin planning for model exemplary demonstration elementary school.

PARTICIPATION:
In addition to the intensive and integral participation of members of the community, there has been extensive participation of various cultural, educational and social agencies of community. (For a full list, please see original proposal, pp. 74-75.) Among others, these include faculties of community schools, the Hunters Point-Bayview Coordinating Council, San Francisco Redevelopment Agency, Economic Opportunity Council, Hunters Point-Bayview Parent Group, Bayview-Hunters Point Development Corporation, Hunters Point Young Democrats, Educational System of the Lockheed Aircraft Corporation, and others.

Members of the San Francisco Archdiocese have been active in the planning of the proposal. The faculty of the only non-public school located within the district, All Hallows Elementary School, has been and will continue to be involved.

DATA OBTAINED:
Criteria for the evaluation of success of the project will be developed through a cooperative effort of the San Francisco Unified School District Bureau of Research, the SEED Coordinator and the community. It is likely that the evaluation will involve the measurement of the following factors as well as others: number of community members actively engaged or employed; numbers of community members and parents participating in meetings, seminars, visitations, etc.; number and quality of projects reviewed and selected by Parent Evaluation Committees; extent and type of the usage of the project Center; number and quality of educational innovations in exemplary 1st Grade classes; participation and reactions of teachers to in-service observations of demonstration classes; data on student achievement, beginning with experimental 1st Grade classes as compared with controlled groups; extent and quality of plans developed for exemplary experimental elementary school; data on school dropouts and transiency; opinions of parents based on interviews, questionnaires and anecdotal records; etc.

EVALUATION:
Project only recently having been approved and funded and not yet in full operation, no data of the type mentioned above is as yet available.

Local educational agency: San Francisco Unified School District
Address: 135 Van Ness Avenue
Project Director: Carlos Ruling

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Community Education Planning Project (CEPP)
Reading, Language Arts Component

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 9-8-805895-0180 (056)	Operational	6/25/68	6/30/69	$275,000

TARGET POPULATION:

There are five public and two parochial schools in the Project; Commodore Sloat, Farragut, Jose Ortega, San Miguel, Sheridan, St.Emydius and St. Michael's. The racial makeup is as follows:

Negro	Chinese	Japanese	Filipino	Spanish Surname	All others
2803	64	22	71	191	1635

Of the five public schools, Commodore Sloat is the only one with a predominatly Caucasian racial composition. Jose Ortega and Sheridan Schools have reached the point where they are almost solidly minority group in composition. Farragut and San Miguel Schools are still somewhat integrated as are the two parochial schools: St.Emydius and St.Michael's.

MAJOR OBJECTIVE:

The major objective of the operational period is to measurably improve the reading scores of the elementary school children of the OMI community over a three year period of time.

OTHER OBJECTIVES:

1. The substantial strengthening of the language arts reading programs of the seven elementary schools.
2. To eliminate some hostilities toward the "establishment" as felt by some community residents through the meaningful involvement of parents and other interested citizens in the planning, development, and maintenance of curriculum and organizational programs of the seven elementary schools.
3. The initiation within the schools of the utilization of a greater variety of teaching techniques and materials.
4. More support for the teachers in the classroom in the form of reading specialists, librarians, an additional teacher assigned to each school without a specific classroom assignment, and two teachers aides assigned to each school.
5. The creation of a functioning library in each school.
6. The establishment of a tutorial program after school hours with special emphasis on language arts problems that will also service other curriculum areas.
7. Provide more opportunities to expand the classroom environment into the larger community.

Local Educational Agency: San Francisco Unified School District

OTHER OBJECTIVES: (continued)

8. Improved communications throughout the community, i.e. home to home, school to home, home to school, school to school, etc. as a result of the formation of the Block Clubs.
9. Provide more opportunities for teachers to be well informed as to the best means of teaching, with particular reference to the language arts.
10. The development of a managerial model to insure creative operation of the program, quality assurance, and process management to help meet and evaluate the major objectives of the project.
11. More involvement of community resources in the operation of all the schools.

ACTIVITIES:

1. Administrative Council meetings twice monthly and attended by:
    Parents, teachers, administrators from each of the seven schools, members at large from the community, representatives from S.F. State College, administrators from the central office of the school district, specialists as needed.
2. Workshops in reading diagnostics with parents attending.
3. Social Studies sessions with parent involvement.
4. Language Arts demonstrations at laboratory school with parent involvement.
5. Evening workshops with parents in helping children to become better readers.
6. Collections of books organized into functioning libraries through the cooperative efforts of librarians, library aides, volunteers, and students.
7. Reading centers established in each school using equipment supplied by the project.
8. Reading specialists working with children and teachers
9. "Floating Teachers" assisting classroom teachers in each school in order that teachers may attend meetings, training sessions, etc. without penalty.
10. Meetings of block club organizers establishing lines of communication and developing access to community resources.
11. Tutorial centers working with groups of children and individual tutors working with individual tutees at a variety of locations.
12. Selection of materials by groups of teachers, reading specialists, librarians, and parents.
13. Pilot program in the use of SCIS material because of its language arts aspects as well as the involvement of personnel from the Lawrence Hall of Science.

PARTICIPATION?

Participation by representatives of the three main elements of the Project is constantly sought. The Administrative Council is organized so that there will be equal representation from the college, the School District, and the community. Reference to the list of activities will further demonstrate the level of participation by each element of the project. At this time the project is providing a "floating teacher" for each of the parochial schools. Thus, they are participating in all aspects of the project at the same level as the public schools.

Local Educational Agency: San Francisco Unified School District

DATA OBTAINED:

The only additional data obtained during the operational period has been the collection of information concerning parent teacher conferences.

EVALUATION:

Since this three year project has only been operating six months, it would not be reasonable to offer an evaluation relating to the objectives.

Local educational agency: San Francisco Unified School District
Address: 135 Van Ness Avenue
Project Director: Isadore Pivnick

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Resource Center Complexes

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
9-8-805-895-0181(056)	Operational and Planning	6/25/68	6/30/69	192,350

TARGET POPULATION:

The Resource Center Complexes component of the Central Cities Project will provide opportunities for improved education for pupils in elementary grades through grade 12. Pupils residing in every area of the city will participate in the Elementary Science Resource Center, providing opportunities for natural integration activities. Although 2 selected high schools will serve as Computer Science and Oceanography Resource Centers, students from the entire School District will be eligible for participation. Two additional high school attendance areas, including feeder junior high and elementary schools, will complete the Complex.

The racial make-up of all of the San Francisco Schools is:

SS	OW	N	C	J	K	AI	F	ONW
14.3%	41.3%	24.4%	13.3%	2.0%	.2%	.3%	2.6%	1.6%

MAJOR OBJECTIVE:

The major objective of this component is to provide maximum opportunity for integration through the use of existing resources and facilities as well as through the establishment of new learning centers.

OTHER OBJECTIVES:

1. Provide meaningful learning experiences to prepare secondary students for the World of Work and/or college entrance in new vocational endeavors; namely, Oceanography and Computer Science.
2. Extend science experiences of elementary school age pupils through participation in "behind the scenes" activities of the Academy of Sciences.
3. Enrich curriculum materials related to above areas.
4. Retrain teachers to assist in the instructional program.

5. Involve business, industry, and community representatives in decision making related to instruction.

6. Increase field experiences in science.

ACTIVITIES:

1. Select key personnel to provide leadership for identified activities.

2. Conduct staff development program.

3. Recruit Group Work and Community participants to relate to neighborhood or "Complex" problems.

4. Identify needed resources to conduct successful program.

PARTICIPATION:

This component provides for involvement of teachers, parents, pupils, and existing community and agency resources. Use will be made of paid representatives of the Academy of Sciences and group work agencies serving families located in the various sectors of the city. Resource teachers and teacher specialists, social workers, psychologists, etc. will have responsibility for program development and leadership.

DATA OBTAINED:

This component has been in the developmental and early implementation stages only. It is too early to report on data regarding this portion of the project.

EVALUATION:

No results to be reported at this time.

Local educational agency: San Joaquin County Superintendent of Schools
Address: 222 East Weber Avenue, Stockton, California 95202
Project Director: Homer E. Hoyt

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Northern San Joaquin Valley Counties Supplementary Education Center

Funding:			Period of Funding		
	USOE Grant Award No.	Type	From	To	Amount $
	OEG-4-6-001416-0918	Planning	7/1/66	6/30/67	109,540
		Operation	7/1/67	6/30/68	107,763

TARGET POPULATION

This project is established to serve a total preschool and public and non-public school population (K-12) of approximately 133,000 children and youth in a five-county region composed of the following counties: Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne. The composition of the public school population is as follows: Spanish Surname 16,574; Other White 98,837; Negro 4,969; Oriental 2,423; American Indian 332; Other Non-White 1,262. These children and youth are part of a total population of approximately 500,000 persons living in geographical areas as follows: 11% in rural farming areas; 13% in rural non-farming areas; 34% in central city areas; 23% in non-central city areas; and 19% in other urban areas. This target population is attending school in 70 separate public school districts and some 33 parochial or non-public schools in the region. The major efforts of the project have centered around 23 clients comprising 95,000 students, or about 2/3 or the total school population. Much of the effort of this project centers on determining learner needs, establishing priorities, and planning programs to meet these needs. Such programs to date have directly or indirectly affected the learning of approximately 24,000 children and youth in the region as well as the staff members who serve them.

MAJOR OBJECTIVE

The Supplementary Education Center promotes, develops, and supports educational programs of improvement and change which are designed to better meet learner needs in a five-county region.

OTHER OBJECTIVES

In order to promote programs that are innovative and/or exemplary in terms of design and implementation, the project strives to achieve the following objectives in behalf of and in cooperation with local educational agencies: 1) Conduct continuing assessment of needs and resources; 2) Generate a community awareness and climate for change; 3) Provide technical knowledge and procedures necessary for planning programs and projects; 4) Develop plans and procedures for objective evaluation of demonstrated education solutions to learner needs; 5) Inform other people of the problems encountered and solutions introduced to meet learner needs; 6) Serve as a source of information and research for attacking identified learner needs; 7) Cooperate with other centers and agencies in promoting educational change and improvement in behalf of learners.

Local education agency: San Joaquin County Superintendent of Schools

ACTIVITIES

The services of the project largely center around four major types of activities which include: 1) Center development activities which will enhance the status of the Supplementary Education Center as a planning unit to assist local educational agencies in developing improved educational opportunities for all learners; 2) Resource development activities which will develop resources to assist in designing and evaluating improved educational programs based on learner needs; 3) Community development activities which will involve the public in educational matters and lend support to educational change; 4) Program development activities which will provide ways and means of planning and developing programs and projects in local educational agencies in behalf of learner needs.

PARTICIPATION

The staff is authorized to communicate with any community groups or individual citizens in the five-county region in order to achieve the purposes of the Supplementary Education Center. During various phases of the project, close to 200 different public and private agencies and groups have cooperated in the work of the Center. In addition, the Center has maintained wide-based representative advisory committees in each of the five counties served to represent educational, industrial, business, and cultural agencies and groups of the area involving a total of about 200 persons. The Center has also maintained a Central Advisory Council representative of the educational, industrial, business, and cultural agencies and groups of the five-county region and is composed of 20 persons. As needed, the Center has organized ad hoc committees in order to study a specific need or problem area with a view toward developing alternative solutions to learner needs.

DATA OBTAINED

The information gathered to date would relate to the evaluation study of the 21 operating centers being conducted by the Arthur D. Little Company. The nature of the information will consist of depth interviews with Center staffs and clients in the region. Other data consist of ongoing gathering of information concerning the effectiveness of Title III projects in the region and also estimates of the effectiveness of Center activities as they are recorded in continuation grant requests. Much of the data are necessarily subjective in nature in that much of the Center effort is related to working with people, helping them to initiate improvement and change in education as it relates to identified learner needs.

EVALUATION

Without having sufficiently well-documented data at this time, available information does show that the Center has attained greatest success in generating an awareness among educators of the new educational possibilities and the opportunity to evaluate and study these innovative approaches to learner needs. In addition, several local educational agencies have been successful in establishing effective demonstration projects in our service region, in which the Center has been involved actively. Finally, the Center has been instrumental in involving the entire region in studying needs and alternate solutions to meet these needs through active community and educational involvement, particularly through advisory councils and ad hoc committees as well as personnel in local educational agencies.

Local educational agency: San Jose Unified School District
Address: 1605 Park Avenue, San Jose, California 95114
Project Director: Peter A. Hartman - George M. Downing, Superintendent

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Analysis of Regional Agencies in California Funded by ESEA, Title III

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
OEG-9-8-004021-0048-(056)	Planning	2/1/68 -	1/31/69	$128,800

TARGET POPULATION: Specifically, the target populations experiencing the benefits of the project are the twenty-one Regional Planning and Evaluation Agencies (RPEA or PACE Centers) and the ten Regional Educational Data Processing Centers in the State of California. The examination and study of these thirty-one California regional agencies provides the segment of the school population receiving the major impact of the project, and hence provides the data base for evaluation. In a more general way, the target population which is expected to experience the larger benefits of the project is the total 20,000,000 people who live in the State of California. It is hoped that this larger target population will receive benefits from the project because the final report will be submitted to the following agencies: the twenty-one California RPEA Centers, the ten California Regional Educational Data Processing Centers, the U.S.O.E., the California State Department of Education, the California County Superintendents Association and each County Superintendent, the California State Legislature, and professional educational organizations in California--the California School Boards Association, the California Association of Secondary School Administrators, the California Association of School Administrators, the California Teachers Association, and the California Elementary School Administrators Association.

MAJOR OBJECTIVE: The purpose of the analysis will be to provide the USOE, the State Board of Education, the State Department of Education, the RPEA (PACE) Centers, and the Regional Educational Data Processing Centers and other interested educators, with a study of objectives, functions, and operations of the Regional Planning and Evaluation Agencies and the Regional Educational Data Processing Centers, and to develop alternatives for the future.

OTHER OBJECTIVES: (No order of importance established). The analysis and recommendations should include, but not be limited to:

1. The identification of current organizational patterns, operational strategies, and fundamental issues facing the Centers.
2. The appropriate purpose, functions, and methods of the Centers.
3. The governmental authority and controls which are most appropriate.
4. The effective, efficient structure and organization of the RPEA's.
5. The appropriate differentials for the various RPEA's and Regional Data Processing Centers.
6. The appropriate interrelationships and linkages with other agencies and organizations.

Local education agency: San Jose Unified School District

7. The information and communications requirements for the RPEA's.
8. The qualifications, responsibilities, and numbers of certificated and classified personnel needed.
9. The information needed for evaluation purposes (including cost-effectiveness) and appropriate criteria for future evaluations.
10. Appropriate funding (sources and amounts).

ACTIVITIES: Planning, implementation, and dissemination of this project is planned through a five phase approach.

Phase I: Provision was made for the formation of a representative Statewide advisory committee, described under the "Participation" section below, and the development of bidding specifications.

Phase II: Competitive bidding was provided among a number of nationally prominent management consultant firms, following nationwide advertising for such bidding. A pre-bidding conference was conducted so that all potential bidders had access to the same information. A specifications team, with the assistance of the Santa Clara County Counsel, evaluated the bids submitted according to ten criteria explained at the pre-bidding conference. Based upon this process the Arthur D. Little, Inc. bid was accepted as best meeting the criteria.

Phase III: The management firm made site visits to each Regional Center and interviewed a random sample of local agencies served, including present and potential clients of each of the agencies in the public and private sectors.

Phase IV: Data was analyzed and the preliminary report was completed.

Phase V: The final report was reviewed by the Statewide advisory committee. Acceptance of the final report by the applicant agency will depend upon satisfactory correction of the report based upon recommendations of the advisory committee. Distribution to the agencies listed above under "Target Population," and entry into the ERIC system will follow.

PARTICIPATION: The advisory committee included local school board members and administrators, county boards of education, county superintendents of schools, professional educational organizations, the California State Department of Education, and the RPEA, the Regional Data Processing Centers, the Regional Laboratories (Title IV) and California state colleges and universities.

DATA OBTAINED: The management firm collected raw data in several forms: questionnaires, literature developed by the centers including copies of their projects and continuation grant applications, and patterned interviews. This material was summarized in four progress reports which provided the framework for the rough draft of the final report which is being rewritten to incorporate corrections.

EVALUATION: The Statewide advisory committee met three times to review the progress of the management firm. The advisory committee reviewed the questionnaires, the preliminary project report, and the final project report. The final draft of the report has not yet been accepted; therefore the evaluation is incomplete at this time but continuing. The project coordinator has monitored the flow of information between Arthur D. Little, Inc. and the Regional Centers as well as the actual visits to the centers and their clients.

Local educational agency: San Juan Unified School District
Address: 3738 Walnut Avenue, Carmichael, California 95608
Project Director: William T. Bode

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Personal Acceleration of Curriculum Planning and Demonstration Project

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6^{0}00592-0351	Planning	1-28-66	6/30/67	$32,078

TARGET POPULATION:

The project was designed as a demonstration for other school personnel in the operation of an all-year school program with a diversified curriculum.

MAJOR OBJECTIVE:

Provide demonstration and example through the operation of an all-year school program.

OTHER OBJECTIVES:

None other than a demonstration project.

ACTIVITIES:

A project coordinator and a secretary were provided to inform interested school personnel in the operation of the program and to produce related written materials for release to all interested agencies.

PARTICIPATION:

Participation involved all interested school personnel, administrators, teachers and pupils, primarily from school districts outside the immediate community.

DATA OBTAINED:

In that this demonstration project was in conjunction with the all-year school program, which was terminated due to lack of fourth quarter participation, the demonstration project was short-lived, and the only data obtained was in terms of growing interest on the part of school personnel throughout the country.

EVALUATION

Prior to termination of the all-year school program, the demonstration project provided for a growing number of interested visitors. It is anticipated that had the related program not been terminated, the effect of the demonstration project would have been substantial in terms of numbers of people being informed of the operation and the amount of information distributed for their use.

Local educational agency: San Leandro Unified School District
Address: 451 West Joaquin Avenue, San Leandro, California 94541
Project Director: Edgardo E. Torres

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Spanish Institute for High School Students

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	OEG-3-7-70407803869	Operational	5/22/67 -	1/31/68	21,564

TARGET POPULATION:

High school students taking Spanish and attending high schools in Alameda County.

MAJOR OBJECTIVES:

To study, and on the basis of that experience to suggest possible solution to problems of the nature of instruction, methodology, organization, plant utilization, and attendance connected with a summer school committed to a program of in-depth saturation education in the Spanish language.

OTHER OBJECTIVES:

1. Total immersion of the institute's participants in the Spanish language. By having the participant speak only the target language, it is expected that his terminal behavior will show an increase in the enforcement of his skills in the manipulation of grammatical structures and vocabulary of the Spanish language.

2. To give the participant exposure to the formal, informal, and deep cultural patterns of Spanish-speaking country Spain.

ACTIVITIES:

The institute was held for six weeks and for six hours daily. A series of activities which were designed to increase the opportunity to speak the Spanish language were: language development, production and preparation of one radio (closed circuit) program per week, production and preparation of a television program (closed circuit), one a week, drama, choir, cooking and sewing (for girls), sports (for boys), arts and crafts, guitar, speech, journalism, folk dancing, culture and civilization. Field trips were programmed to areas of a special interest and related to the Spanish heritage of California, attendance at concerts given by Spanish artists, conferences on Spanish culture given by experts in the field, and attendance at soccer games.

Local education agency: San Leandro Unified School District

PARTICIPATION:
Though the project authorized the enrollment of 120 students, only 85 signed up due to the late date of the awarding of the grant. At the end of the six weeks there were 75 students left. Students from 29 high school participated, including four non-public schools. One-third of the total number of students had one year of experience in the language, and the remaining two-thirds had two or more years of Spanish. Five students had recently graduated from high school, and two of them were language majors.

DATA OBTAINED:
The data obtained consist of test results (pre- and post-institute) on language skills and cultural understanding: student questionnaires, staff questionnaires, and consultant reports.

EVALUATION:
Data gathered in the testing have been analyzed and an outside consultant has produced an evaluation report based on the total data obtained. Copies of this report can be obtained from the Project Director. Included in this report is also much of the material contained in the original application.

Local educational agency: San Lorenzo Unified School District
Address: 15510 Usher Street, San Lorenzo, California 94580
Project Director: George H. Schwalm

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Transportable Industrial Arts Learning Laboratories

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-005632-0054(056)	Operation of Program	2/9/68	6/30/69	161,236.00

TARGET POPULATION:

The project has been designed to serve 670 public school and 24 parochial school 8th grade boys representing the total residing in the San Lorenzo Unified School District. Students range from low to middle class socio-economic bracket, predominantly Caucasian with 12% Spanish surnames. Approximately 50% of the students will terminate their education at the 12th grade level.

MAJOR OBJECTIVE:

To change student behavior relative to attitudes concerning the social significance of work and potential contributions to society through a satisfying vocation.

OTHER OBJECTIVES:

To improve participant teacher performance in the identification of behavioral objectives, curriculum development and student evaluation.
To field test the feasibility of using transportable shop facilities.

ACTIVITIES:

A. Planning

Following a district-wide needs assessment and an exhaustive review of the literature, planning sessions were held to select the instructional areas, define the curriculum, design the facilities and determine needed instructional materials and equipment. The most challenging and provocative task was in the design of the facilities. They had to be relatively inexpensive, readily transportable between schools to avoid duplication of facilities and compatible with the instructional program. After a number of false starts, the final solution came when it was decided not to make the total structure moveable or to pioneer a completely new design but to modify conventional relocatable structures to serve a new purpose. The final plans call for a stationary 40 x 36 foot relocatable structure on each of the four sites housing the classroom and those articles of furniture and equipment indigenous to the four instructional areas, metals, graphic arts, electronics, and power mechanics. Additional 10 x 36 foot mobile structures housing the specialized equipment for each of the four programs and rotating each nine weeks between the four sites are mounted on wheels, backed down an excavated ramp and coupled to the stationary structures.

B. Tooling-Up

This phase, primarily logistical in nature, focused upon class schedules, completion of project staffing and awarding contracts for necessary facilities, equipment and supplies. It was also necessary to extend the planning into this phase because of the ambitious curriculum and facilities design.

C. Operational

Field testing the effect of program and facilities upon the learner is scheduled to begin on September 12, 1968, including evaluation committee meetings and continuous in-service training of staff.

PARTICIPATION:

Because of the industrial nature of the project, local craft advisory committees composed of representatives of management and labor proved extremely valuable in defining course content. Also, in addition to local school administrators and teachers, broad participation was received from the California State Department of Education, Alameda County School Department, PACE Center and San Francisco and San Jose State Colleges. Children from nonprofit private schools are invited to attend the summer sessions.

DATA TO BE OBTAINED:

A. Gain Scores

Pre-tests and post-tests to measure achievement of broad concepts and understandings and differences in attitudes and interests will be administered to 8th grade students in the 1967-68 demonstration classes.

B. Comparative Scores

The same post-test to be used in deriving gain scores for the demonstration classes will be administered to 8th grade students taking the existing industrial arts program in 1966-67 to compare the effect of the special treatment.

C. Periodic Test Scores and Behavioral Ratings

At the completion of each nine (9) week cycle an assessment will be made on each student, based on teacher-made tests and rating devices measuring specific achievement in each shop.

EVALUATION:

No data available at this time.

Local educational agency: San Lorenzo Unified School District
Address: 15510 Usher Street, San Lorenzo, California 94580
Project Director: George H. Schwalm

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Transportable Industrial Arts Learning Laboratories

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-6-000993-0920	Planning	5/1/66	12/1/66	12,412.00

TARGET POPULATION:

The project has been designed to serve 670 public school and 24 parochial school 8th grade boys representing the total residing in the San Lorenzo Unified School District. Students range from low to middle class socio-economic bracket, predominantly Caucasian with 12% Spanish surnames. Approximately 50% of the students will terminate their education at the 12th grade level.

MAJOR OBJECTIVE:

The primary objective of the planning grant was to plan an exemplary curriculum and low cost transportable facilities which would make it economically feasible for school districts to initiate and expand industrial arts programs at the junior high school level.

ACTIVITIES:

The assessment of needs, review of the literature and an evaluation of existing facilities, curriculum, methods and teaching staff have been completed. In the planning phase a series of advisory planning and workshop meetings involving community participants, industrial representatives, consultants, school administrators and teachers were held to design an exemplary program incorporating the recommendations of the evaluating team. Work has been completed on the design of general and specific behavioral objectives, the development of new teaching techniques and course outlines, the evaluation of existing commercial and non-commercial instructional materials and the selection of standardized and development of teacher-made tests. Sites have been selected, equipment and material specifications have been developed, and designs for facilities have been completed.

The original application for funds involved the development of a completely transportable industrial arts complex. This was to involve the purchase of three 10' by 50' trailers for each of the four labs. Each 30' by 50' lab would be equipped to teach a different phase of the industrial arts program and be rotated among the district's four junior high schools at nine-week intervals. When the actual planning was started it was found that this approach was not sound. The cost involved in disassembling, transporting and reassembling was far too costly to be done every nine weeks.

A solution to the problem came when it was decided not to attempt to adapt conventional designs to a new situation, but to pioneer a completely new concept in school plant planning. The plans call for four 36' by 50' relocatable facilities with an excavated ramp, each housing an equipment capsule. The equipment capsules occupy 1/3 of the floor area, are mounted on wheels, and contain the necessary instructional equipment for the specified unit shop.

The four transportable labs will achieve the diversity of program normally requiring 16 conventional structures.

EVALUATION:

We feel that the objectives as set forth in the planning proposal have been successfully achieved and the results have more than measured up to our expectations.

Since this was a planning proposal, the full effect on the educational institution will be undetermined until an evaluation is made of the operational phase. We have yet to field test the feasibility of operation.

Local educational agency: San Lorenzo Unified School District
Address: 15510 Usher Street, San Lorenzo, California 94580
Project Director: Wesley Gordon

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

A Natural History Museum and Research Center

Funding:

USOE Grant Award No.	Type	Period of Funding From To	Amount $
4-6-661180-1907	Planning	7/1/66 through 12/31/66	$12,359.00

TARGET POPULATION:

School Enrollment -	Public, Grades K-12	66,898
	Parochial, Grades 1-8	5,270
	College and Junior College	8,767
	Adult School	1,768
Total target population		82,703

Total Community population to be affected, 238,900: Castro Valley, 49,200; Hayward, 90,700; San Leandro, 73,000; San Lorenzo, 26,000.

School personnel affected - all teachers in grades K-12, with special effect on science and social science teachers. These people would be affected because of the inherent curriculum-building aspects of the project. Emphasis would be on investigating all ecologic factors of the area.

MAJOR OBJECTIVE
To improve the emotional tone of the area.

OTHER OBJECTIVES
To increase the school-community appreciation of the natural history of the area, including the present scene. To improve the teaching of natural science in all grades through an emphasis on gathering and interpreting data acquired by students studying the area's natural phenomena. To increase effectiveness of teacher-training and in-service programs.

ACTIVITIES
1. Approval of the District Superintendent and Board to proceed with development of the planning application.
2. The superintendent secured written notice of participation from the school districts of Castro Valley, Hayward and San Leandro.
3. An Advisory Committee was appointed and met on schedule and for special meetings to develop the application. This committee consisted of 22 educational and cultural agencies.

Local education agency: San Lorenzo Unified School District

ACTIVITIES cont'd

4. Dr. J. Bently Edwards was selected to produce a "General Survey of Community Needs", if the planning grant were approved. Also, and under conditions of approval, consultants were selected, including Mr. Mearl Carson, Director of Exhibits, Academy of Sciences, San Francisco; Lawrence Moitoza, Director, Youth Research Institute and Junior Museum, San Jose; and Christian Nelson, Chief, Interpretation, East Bay Regional Parks.
5. Plans were developed for renovation of a 17-room K-6 school as the Center of Activities, and very tentative plans developed for a research center in 2 large kindergarten rooms.
6. Finalization of plans for maximum classroom-community-curriculum-cooperation.
7. Securing necessary legal approval.
8. Writing and duplication of the application

PARTICIPATION

State Department of Education, San Lorenzo Unified School District, Hayward Unified School District, San Leandro Unified School District, Castro Valley School District, Alameda County Schools Department, Parochial Schools of the Area, Hayward Area Recreation District, Bay Area Biologists Association, Regional Parks, Academy of Sciences-San Francisco, California Division of Mines and Geology, University of California-Berkeley, California State College at Hayward, Chabot Junior College, Hayward and San Leandro Art Associations, Castro Valley Gem and Mineral Club, Alameda County Mineral Society, San Lorenzo Camera Club. Sister Mary Francis represented the Oakland Diocese on the Advisory Committee. In all ways, children attending non-profit private schools were included to receive all benefits of the program, as attested by formal action of the Board of Trustees.

DATA OBTAINED

All committee studies affirmed the need for an area-wide innovative program to make possible the achievement of the validated objectives.

EVALUATION

It is not possible to report further except to add that the Operational Grant was not approved.

Local educational agency: San Mateo County Superintendent of Schools
Address: 590 Hamilton Street, Redwood City, California 94063
Project Director: Dr. Donald E. Halverson

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

San Mateo County PACE Center

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-000594-0386	Operational	1/27/66	6/30/67	$400,776
		7/1/67	8/31/68	$180,074

TARGET POPULATION: The target population is the elementary and secondary school population of San Mateo County (approx. 152,000 students). Major (although not exclusive) priority has been given to services to school districts having (relatively) large numbers of disadvantaged students. As a planning center, PACE attempts to effect this population through activities with teachers (approx. 5,000 within the County) and administrators (approx. 800 within the County).

MAJOR OBJECTIVES: Too assist in the improvement of education through imaginative use of research; to create or reinforce a climate in which meaningful educational change can take place.

ACTIVITIES: Functions through which objectives are to be met:

A. Develop systematic planning potential in the region. Typical activities:
  - --Training in "change agentry' (18 teachers in Sequoia High School District);
  - --Participation in development of San Mateo County Information Service;
  - --Training in systematic planning within planning committees;
  - --Collecting information concerning innovations throughout the region.

B. Develop plans for educational innovation. Typical activities:
  - --Assisting districts in preparing project proposals under Titles I, III, VI, AND VII, ESEA, and EPDA;
  - --Establishing inter-district planning committees in areas of mutual interest (e.g., motivation training, use of simulations in elementary schools).

C. Provide for evaluation of educational innovations. Typical activities:
  - --Assisting in development of evaluation design for projects under (B) above.
  - --Assisting in evaluation of funded Title III projects (e.g., chairing of review team, San Mateo High School District Know and Care Center; cooperative work on cost-benefit study, South San Francisco PACE I.D.)

D. Disseminate information about planning and innovations in education. Typical activities:
  - --Publishing "Alternatives", a compendium of innovations taking place within the County;
  - --Publishing the PACE REPORT, a newsletter about PACE activities;
  - --Publishing technical reports presenting information gathered during planning;
  - --Assisting funded Title III projects in dissemination activities.

Support Functions:
  - --Explore opportunities for systematic planning;

Local education agency: San Mateo County Superintendent of Schools

--Operate Center, including resource allocation.

PARTICIPATION: All planning committees have included appropriate participation of personnel from non-profit private schools. Members of the PACE Board of Directors represent a wide range of cultural and educational resources, and were originally elected by the PACE Forum, which included representatives of 80 cultural, educational, and social agencies.

DATA OBTAINED:

--Judgments of review teams;
--Numbers of participants under each function;
--Numbers and types of requests for Center services.

EVALUATION: The nature of PACE Center activities are such that the degree to which its objectives are being met vary from one time to another. The PACE Center Review Team of March 1967 reported that the Center was making excellent progress toward its objectives in spite of some problems in communcation with potential clientele and in organization. Staff changes over the last 14 months have led to changes in program emphases which make comparisons between periods of activity difficult to make. However, data would indicate that there is a gradual increase in the numbers of participants and requests for service.

Since its inception in 1966, the PACE Center assisted, either in project development or other services, 17 of the 23 school districts in San Mateo County. All districts participated in the survey of educational needs done in 1966 and the survey of innovative practices completed in 1968. The Center was involved in varying degrees with the submission, under a number of Federal aid titles, of 10 proposals in 1966-67 (between January 1966 and July 1967) and 13 between August 1967 and June 1968. Although no baseline data exists by which to make comparisons, the survey of innovative practices resulted in the documentation of 213 such practices and/or programs underway in the County in 1967-68.

Publications of the PACE Center, not including project proposals or continuation grant applications, include:

The PACE Report - An occasional newsletter;
Gambits - Descriptions of 12 innovative programs;
Perceptions of Educational Need: San Mateo County;
Alternatives - Results of the survey of innovations;
"Some People See Us" - Photographic essay on preschool education;
Technical reports on simulations and telecommunications.

Local educational agency: San Mateo County Superintendent of Schools
Address: 590 Hamilton Street, Redwood City, California 94063
Project Director: Kelvin R. Ryals

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

ACHIEVEMENT MOTIVATION TRAINING

Funding: USOE Grant Award No.	Type	Period of Funding From To	Amount $
OEG-3-7-703306-4256 (056) Project No. 67-3306-1	Innovative	6/5/67 - 6/30/69	$104,579

TARGET POPULATION:

78 tenth and 62 eighth grade students (male) were given Achievement Motivation Training (AMT). Student IQ's varied from 85 - 120, the average IQ for eighth graders being 104.9 and for tenth graders being 105.7. All students were below the achievement level (grades in Social Studies, English and Mathematics) of their peers. AMT was given by 24 teachers who had been given AMT prior to their efforts with the students.

MAJOR OBJECTIVE:

To increase the achievement motivation of the students receiving AMT. That increased motivation should lead to greater benefits from school activities as reflected in improvement of school grades and Science and Social Studies test score changes.

ACTIVITIES:

1. AMT was given (August 1967) to 24 teachers in San Mateo County.

2. Teachers in pairs gave AMT to small groups of students during four weekend sessions, Oct. 28-29, Nov. 4-5, Dec. 2-3, and Dec. 9-10. Six groups (three eighth grade groups and three tenth grade groups) were trained in a camp setting. Six groups (three eighth grade groups and three tenth grade groups) were trained at their respective schools.

3. A Spring follow-up session (one day) was provided to reinforce original training.

PARTICIPATION:

The students represent a cross section of students in San Mateo County. They were selected from Jefferson High School and Colma Intermediate School in North San Mateo County, from Serra High School and three grade schools surrounding Serra High School in Central San Mateo County and from Sequoia High School and McKinley Intermediate School in South San Mateo County. Serra High School and the grade schools surrounding it are all Catholic schools.

Local education agency: **San Mateo County Superintendent of Schools**

DATA OBTAINED:

Stanford Achievement test scores in Science and Social Studies were obtained prior to training and in May, 1968 after training. Grades in Social Studies, English and Mathematics (June 1967 and June 1968) were also available.

EVALUATION:

At the time of this report data analysis is not complete.

Local educational agency: San Mateo County Superintendent of Schools
Address: 590 Hamilton Street, Redwood City, California 94063
Project Director: Donald R. Miller

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
OPERATION PEP: A State-wide Project to Prepare Educational Planners for California

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-3-7-704410-4439	Operation	6/26/67-	6/30/68	341,733

TARGET POPULATION:

The target population consisted of 103 participants. This population included:

1. District personnel (27 superintendents, 20 assistant superintendents, 21 directors and other administrators) who were in direct contact with 739,730 public school pupils;
2. County office personnel (2 county superintendents and 14 county office staff members) who maintained indirect contact with 2,193,648 public school pupils;
3. Supplementary center personnel (5 PACE Center directors, 4 assistant directors, and 5 staff members) who provided services to 2,240,727 public school pupils; and
4. 5 staff members of the State Department of Education who provided indirect services to 4,746,637 public school pupils.

MAJOR OBJECTIVES:

1. Identify and define key educational planning functions.
2. Develop models relative to planning and managing the educational planning function.
3. Determine what skills and competencies are required by educational planners and managers.
4. Design an instructional program for training educational planners and managers.
5. Specify relevant educational planning and management resources.
6. Implement a training program for educational planners and managers.

OTHER OBJECTIVES:

1. Prepare 100 key educators in California to use a "system approach" to educational planning and management.
2. Prepare an up-dated instructional system design by utilizing the methods, procedures, skills and knowledges in the training program.
3. Evaluate the success of the instructional program in terms of its stated objectives.
4. Evaluate the project design in order to re-assess the desirability of its initial objectives.

Local educational agency: San Mateo County Superintendent of Schools

ACTIVITIES:

The instructional activities of OPERATION PEP included the planning, developing, and implementing of a 30-day instructional program in the system approach to educational planning and management for 103 participants who were identified as key educators in California.

The planning and development activities included: (1) the planning, developing, and implementing of feedback control and management procedures for the instructional program; (2) field testing program elements in school districts; and (3) preparing and/or supervising the preparation of instructional program units in the areas of (a) pupil characteristics, (b) network-based management procedures, (c) management and decision making, (d) planning, programing, budgeting systems, (e) system analysis and problem solving, (f) executive information systems, (g) educational organization and management, (h) planned change in education, and (i) modeling and simulation.

PARTICIPATION:

In addition to the 103 active participants, OPERATION PEP maintained contact with and provided services to the 97 educators who participated in the project during the 1966-67 planning phase. Further, the executive board of OPERATION PEP is broadly representative of the educational organizations and institutions in California. Finally, the project deisgn included a quality assurance team of nationally recognized educational leaders.

DATA OBTAINED:

Feedback control data was obtained from 200 educators in California using participant response forms. In addition, data relative to educational goals and problems affecting the professional role performance of participants was collected and analyzed early in the program. Interim data was collected relative to the quality of each instructional unit presented.

Evaluative data was collected from participants and the chief administrative officers to determine program effectiveness. In addition, evaluative questionnaires were sent to the 58 county superintendents of schools. All evaluation data was tabulated and reported in the request for continuation submitted May 3, 1968.

EVALUATION:

Evaluative data received from the 1966-67 and 1967-68 participants of OPERATION PEP indicated that the project successfully achieved its objectives. In addition, evidence received from the chief administrative officers of these participants also attested to the success of the project. Finally, evidence from county superintendents of schools provided further confirmation with respect to the successful completion of project activities. A summary of the evaluative evidence can be found in APPENDIX A of the request for continuation submitted on May 3, 1968.

Local educational agency: San Mateo Union High School District
Address: 650 North Delaware Street, San Mateo, California, 94401
Project Director: Geo. F. Outland

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Know and Care Educational Resources Center

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-7-671962-0238	Pilot/Oper	Sep 66	Jun 67	279,273
OEG 4-7-671962-0238	Pilot/Oper	Jul 67	Jun 68	224,831

TARGET POPULATION: The 12,000 students grades 9 through 12 of the San Mateo Union High School District are the primary target population, together with the adjacent school students in the County.

MAJOR OBJECTIVE Establishment of a comprehensive school district with a "Zero-Reject" tradition.

OTHER OBJECTIVES Developing a Community Resources System to mobilize the available resources of the community to benefit students when and how they may be most effectively used; developing a system for obtaining and disseminating positive data about the strengths of students which would improve individualization of instruction; developing a logical approach to assessment of the effectiveness of the school system (or lack of system); developing a management system for innovation, to continue to implement necessary improvements in the district and adjacent agencies.

ACTIVITIES Community Resources System developed within first two years to provide a "second phase" to guidance activities. Students planning to enter the world of work following high school may be assisted by a worker in that field of activity; students planning to undertake further schooling may be assisted by a graduate or student of the new institution. Students while in school may need guest speakers, field trips, welfare assistance, referrals for educational assistance to tutors, translators, "big brothers." System is functioning and professional staff which developed system have now been phased out of Center activities and back to district (and two cooperating elementary districts) staffs.

A model Human Potentials Laboratory is in process of refinement. A model data gathering system was developed, with relatively strong cognitive systems, very weak affective systems, and limited psycho-motor systems. Use of the model on two occasions indicated teacher interest was high, but limited effect upon students due to oversophistication of model system. More limited program is being focused on students entering high school from one Census Tract with high numbers of minority group students during present school year. Data dissemination system for Human Potentials Laboratory still under review, but will probably be modeled upon highly effective Northview High School (Covina-Valley Unified School District).

Assessment of the overall effectiveness of the school system is being developed in a Quality Assurance Program with the active cooperation of the District Academy of Instruction--leading teachers selected by fellow teachers--and the Western Association of Schools and Colleges. The Center's responsibilities have been to develop a data base for comparison of future improvements in the schools, including an extensive follow-up study of the Class of 1966 from all schools, and to assist in developing systems for assessment. Educational goals, expressed in terms of additional or improved student performance levels, have been developed in model form by the Center (in office occupations and biology), in one district school for all disciplines, and by the district cooperatively with the Bureau of Research of the United States Office of Education through the Educational System for the Seventies (ES '70s) of which the district is the sole California representative. The WASC program growing in part from the Center activities is to develop a new model accrediting instrument; the Center has loaned its deputy director to WASC for this purpose.

The fourth and final phase of Center activities relates to the logical outgrowth of the first three: community resources to implement a comprehensive district, a human potentials laboratory to support the individual, a quality assurance program to measure the effectiveness of the schools, leads to new programs; a program development system. This system for the management of innovation involves assisting teachers to develop innovations, and then allowing the district principals, the Academy, the superintendent's Cabinet, all to make recommendations to the Board of Trustees for action. One percent of the district budget is reserved by the Board for innovation, and these funds have been matched with 16 Federal Acts and Titles (and others pending) to finance innovations in the district. Programs developed cooperatively between the Center and the district include reading laboratories, mathematics laboratory, humanities laboratory, Asian Culture Center, American Culture Center, vocational programs in paramedical, electronics, auto service, aeronautics, food services, alterations, office occupations; evening study center, teacher assistant program, student service curriculum, language laboratories, adult and apprenticeship programs.

PARTICIPATION Countywide participation originated with the County PACE Forum, and other groups work directly with the Center.

DATA OBTAINED Research data on the cost-effectiveness of the systems has been obtained but not processed; data on student performance improvement will be measured against the Class of 1966. Initial data in one reading program indicated student performance raised to grade norm for 85% in one semester, 95% in two, 97% in three, and 99.5% in four--a true "zero-reject" reading system. Use of the motion picture film "LSD 25" produced by the District with some Center support indicates a more rapid drop in the use of LSD in this county than elsewhere; a new film on marijuana, "Journey to Nowhere" may prove equally effective. Data will be obtained on the effectiveness of new programs in meeting the student performance goals established for each.

EVALUATION The Community Resources System is being judged by the amount of use received; the other systems, being new and with no comparable base, have been evaluated by professional judgement of visiting authorities, County PACE Board, and district personnel. Costs for time and expenditures will be available on all elements later.

Local educational agency: Santa Barbara Co. Superintendent of Schools Office;
Address: 4400 Cathedral Oaks Road, Santa Barbara 93105
Project Director: Lester C. Unterseher

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

A Plan for the Development of a Tri-County
Supplementary Educational Service Center

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	4-6-000717-0345	Planning of Program	Feb.'66	Sept.'67	$138,274
	4-6-000717-0345	"	Oct.'67	Sept.'68	$ 67,961

TARGET POPULATION: The Tri-County Supplementary Educational Service Center serves 170,546 students in grades K-12. The work of the Center, while focused primarily on priority groups within the school population, has provided information and services that affect students in the entire three-county area. The foundation for a target population was established through a survey conducted in the spring of 1967. Based on the opinions of school personnel, students, and the public, the following rank order was established: Unmotivated students of high ability, Culturally disadvantaged students, Mentally gifted students, Pre-delinquent students, Emotionally disturbed students, Unmotivated students with average ability, Non-college bound students, Talented and creative students, Juvenile delinquents, and Blind children.

MAJOR OBJECTIVE: The prime improvement for the target population is to provide experiences for each student that will lead to the fulfillment of his role in society as a useful citizen. The prime objective of the Center is to assist the districts in meeting the needs of the target population through program planning and development.

OTHER OBJECTIVES: The major thrust of the Center is within the scope of its five objectives. Developed by the Center staff, the following objectives have been ratified by the Center Boards as the effective means of assisting districts meet the needs of the target population.

1. To develop a need assessment system which will focus on critical unmet needs of students, and which produces specific data for improved decision making.
2. To provide services which will increase the educational planning capabilities of local educational agencies.
3. To develop a system for monitoring and disseminating information about exemplary and innovative educational programs.
4. To mobilize the resources of the cultural and educational community to plan solutions for top priority educational problems.
5. To develop a plan which will measure the cost benefit of the Center in terms of evidence which will support or deny its stated purposes.

Local education agency: Santa Barbara Co. Supt. of Schools Office
4400 Cathedral Oaks Rd., Santa Barbara, Cal.

ACTIVITIES: The following activities are being undertaken by the Center in its role of supporting and assisting client districts in the development of programs to meet the needs of the target population. In the area of need assessment, the Center has been involved in the following: the design of a socio-economic data handbook, the development and completion of an opionnaire survey of unmet needs, the coordination of a discrepancy-score approach to unmet needs, and in a continuous field assessment of unmet needs. In the preliminary development of programs, the following activities are in operation: the development of a resource file, participation in state and national planning, and study and communication of information on research and programs. The actual development of programs with districts is continually being done through the planning and program capability of the Center. Since June of 1967, seven ESEA Title III projects have been submitted for funding developed around needs of the identified target population. The Center has also worked with districts in areas of Title I, ESEA; Title VI, ESEA; Title III, NDEA; E.P.D.A. (PL 90-35); and work with the Community Actions Commissions in the three counties.

PARTICIPATION: The following persons and agencies participated in some aspect of the Center operation: Mr. Arthur Kuass, G.E. TEMPO; Mr. Russ Furse, Brooks Foundation; Dr. Jack Totheroh, Regional Data Processing Center; Dr. R. Murray Thomas, University of California at Santa Barbara; Dr. M. Feshback, UCLA; Drs. Fred Stoller and William Hill, USC; Reverend Joseph Pekarcik, Santa Clara High School; California Polytechnic College; California Lutheran College; Westmont College; Mental Health Clinic, Santa Barbara; Ventura Forum of the Arts; Santa Barbara Museum of Art; Santa Barbara Museum of Natural History; San Luis Obispo County Art Museum; Ventura Pioneer Museum; Industry Education Councils (3 county); Symphony Orchestra Association (3 County); Ventura Reading Improvement Center; 3 County Farm Labor Associations; 3 County Medical Associations; 3 County Welfare Departments; Ventura and Santa Barbara Vocational Education Resources Committees; Dr. Lou Rubin, Ford Foundation; Radio and Television (3 County); Community Action Committees; Dr. Don Bruckner, Human Factors, Inc.; Dr. Schutz, SWRL; and Dr. L. Hemphill, Far West Regional Laboratory.

Parochial school students will participate directly in an operational ESEA Title III project, and in a Center-sponsored research study in need assessment. Parochial school personnel are represented on Center Boards and have attended conferences as part of the continuing field assessment of unmet needs.

DATA OBTAINED: The data obtained is both external and internal in nature. Externally, data will be supplied by the A.D. Little Company and the USOE under contract with George Washington University. Internally, the Center staff is collecting evidence to measure the cost benefit of the Center.

EVALUATION: The extent to which Center is meeting its prime objective will be determined by the results of the external evaluation of the A.D. Little Company and the report from the USOE. The three county area has five operational ESEA Title III projects that deal with students within the target population. Internally, evidence is increasing that greater numbers of districts are soliciting requests for planning and program development, not only in Title III, ESEA projects, but in all program areas. Indications are positive at this time that the objectives set forth in the Center plan are being met.

Local educational agency: SANTA BARBARA HIGH SCHOOL DISTRICT
Address: 720 Santa Barbara Street, Santa Barbara, California 93101
Project Director: Guillermo Lopez, Director, Special Projects

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

COMPUTER USES IN EDUCATION

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-672710-0244		9/1/66	10/31/6	81,292
OEG 9-8-005752-0058(056)	Operation	5-1-68	4-30-69	22,322

TARGET POPULATION:

Capable students at junior and senior high school grade levels; college preparatory.

MAJOR OBJECTIVES:

1) To assist the student in achieving a more rapid and effective comprehension of the fundamental concepts of mathematics and physics. 2) To increase the student's computational skills. 3) To develop a broader grasp of the inquiry processes which reveal the structure of mathematics and physics.

OTHER OBJECTIVES:

1) Rewrite some old programs. 2) Review units of instruction to see if more beneficial programs may be written. 3) Develop unit to teach programming to students. 4) Develop additional units of instruction (e.g. space) around the potential of the computer as a teaching aid. 5) Develop more thorough systems analysis for testing objectives. 6) Develop additional examinations to test objectives. 7) Develop visual aids to supplement programming and computer oriented units of instruction. 8) Conduct a six-week summer session computer class at two high schools with the entire CUE staff involved. This daily two-hour class was designed so that the staff could assess some results of the above-proposed tasks.

ACTIVITIES:

1) The principal at each of the three high schools assigned a mathematics teacher to two sections of Algebra 3-4 and a science instructor to two sections of Physics 1-2. 2) An evaluation consultant worked with school counselors to equate control and experimental groups. 3) Six teachers, with the assistance of professional consultants, anticipated student inquiry in their respective courses and formulated programs for storage in disc storage units. 4) Two remote teletype terminals were installed in each of the three schools. The terminals have direct dialing to a GE-265 computer in the metropolitan area.

Local education agency: SANTA BARBARA HIGH SCHOOL DISTRICT

PARTICIPATION:

Guillermo Lopez, Director, Special Projects; mathematics instructors, Vernon Cotter, Frank Gerety, Owen Johnson; physics instructors, William Thomas, Wendell Hyde, James Stahl; Robert Callan, Director, Time-Sharing System; Robert Erlich, Psychologist, GE TEMPO; Vince Davirro, Programmer, 11 yrs. experience; Lee Farmer, Programmer, 15 yrs. experience; R.W. Callan, Programmer, 15 yrs. experience.

DATA OBTAINED:

1) SRA Ability and Aptitude tests and SRA and/or CEEB Achievement tests in math and physics were given students in the program. These tests have national norms available for comparison. 2) Regular course tests with both objective and subjective items, constructed by the program personnel, in addition to standardized PSSC tests with national norms, were used. 3) Teachers made subjective evaluations relative to student reactions and participation; added or decreased burdens on the teacher; whether instrumentation was distracting and/or interruptive. 4) Students were asked to react relative to computer effect on interest, homework, comprehensiveness of class presentations, distracting and/or interruptive factors.

EVALUATION:

Data indicates that Computer Assisted Instruction (CAI) can help students achieve a more rapid comprehension of concepts of Algebra and Physics; may enhance computational skills in the learner; may help the learner to develop a broader grasp of the inquiry process; and can instill and enhance in the student motivation for learning.

Local educational agency: Santa Clara County Office of Education
Dr. Glenn W. Hoffmann - Superintendent
Address: 70 W. Hedding Street - San Jose California
Project Director: Gilbert J. Solano

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
OPERATION SHARE

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-086301-0160	Operation	6/26/68	6/30/69	125,159

TARGET POPULATION:

Children receiving the benefits of this program have been referred by teachers as those who could most benefit from an individualized tutorial situation. The vast majority of these children come from minority and/or low-income families. As of December 6, 1968, 2085 children have been referred by 155 schools county-wide. Of these, 1070 are currently being tutored by an equal number of volunteer college students, and some high school students. An additional 196 tutors have been recruited, but not yet placed, but it is anticipated that this will be done by January 1.

MAJOR OBJECTIVE:

An extensive list of behavioral objectives for the tutee, tutor, and tutee's parents has been developed. Of primary importance, however, are the objectives for the tutee. The general objectives for the tutee are: (1) To develop a conviction that he can significantly affect his own future (2) To develop a conviction that he can learn and achieve. (3) To increase the rate and effectiveness of learning in the tutorial content area. (4) To develop an ability to adopt key patterns of behavior which are necessary for upward mobility. (5) To develop positive attitudes toward learning, school and authority figures. (6) To come to know an individual who lives in "the other world" of non-poverty.

OTHER OBJECTIVES:

Objectives for the Tutor: (1) To develop a conviction that he can make a direct, significant, positive difference in the life of culturally different individuals. (2) To develop to the maximum possible an accurate awareness and understanding of the environment and effects of poverty. (3) To develop a desire and ability to inform his socio-economic peers of the environment and effects of poverty. (4) To develop in the tutor, and indirectly in his peers, the desire to ameliorate the conditions of poverty. (5) To develop a capacity to identify the positive characteristics of culturally different individuals. (6) To develop insights relevant to choice of education as a career. (7) To develop an understanding and ability to apply techniques of learning reinforcement. (8) To get to know an individual from the "other world" of poverty.

Local education agency: Santa Clara County Office of Education

Objectives for the Tutee's Parent(s): (1) To develop a conviction that he can learn and achieve. (2) To develop a conviction that he can significantly affect his future and the future of his child. (3) To develop positive attitudes toward learning, school, and authority figures. (4) To develop a conviction that he has a responsibility for the education of his children both in the home and in the neighborhood school. (5) To develop an explicit understanding of learning reinforcement techniques.

Objectives for the Administrative Unit: (1) To engage at least 1500 volunteer tutors in one-to-one, four-month tutorial contracts with at least 1500 children needing individual academic assistance. (2) To provide tutor-tutee matching service for at least twenty public school districts and non-public schools in Santa Clara County. (3) To provide a three-hour initial tutor orientation and at least two follow-up conferences per month for each tutor. (4) To engage fifty professional educators on a voluntary basis to assist tutors in content and process planning and implementation. (5) To evaluate the appropriate behavior changes on the part of the tutor, tutee, and tutee's family during the tutorial period. (6) To prepare and disseminate a comprehensive description of the program concept and procedures.

ACTIVITIES AND PROCEDURES

Following is a list of the activities and procedures to be used in meeting stated objectives: (1) A one-to-one tutorial. (2) College age tutor, K-12 age tutee. (3) Tutor orientation. (4) Closely coordinated with classroom teacher. (5) Conducted in home of tutee. (6) Requirements placed upon receiving home. (7) Parents present during tutorial session. (8) Incorporation of big brother/big sister concept. (9) Frequent support and professional assistance for tutors. (10) All tutors and assistants voluntary and not paid. (11) College faculty cooperation and participation.

PARTICIPATION:

The following areas are necessarily broad. Tutees come from 142 public schools and 13 parochial schools - Tutors come from 8 colleges and universities, and 4 public high schools and 2 parochial high schools.

DATA OBTAINED:

Pre-test data has been collected for each of three randomized sample tutee groups of 100 each. Base line data includes oral reading level and silent reading level, each based on individually administered tests. Also, an Aspiration-Effectiveness Rating Scale has been completed by both teacher and tutor of one tutee sample group. Comparison will be made between June 1968 and June 1969 school grades, attendance, and behavior. Data will be available to judge accomplishment of major program objectives for tutee, tutor, tutee's parent, and administrative unit.

EVALUATION:

This program was funded for fiscal 1968-69, and post-test data necessary for evaluation will not be known until May 1969.

Local educational agency: Santa Clara County Superintendent of Schools
Address: 1110 North Tenth Street, San Jose, Calif. 95112
Project Director: Dr. Duane L. Bay

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

SANTA CLARA COUNTY S.P.A.C.E. PROGRAM

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	OEG 4-6-001610-0911	Operational	5/1/66	6/30/68	$283,915

TARGET POPULATION:

Professional personnel responsible for providing formal learning experiences for children in Santa Clara County are the target population. Emphasis is given to those personnel who directly impinge upon disadvantaged children.

MAJOR OBJECTIVES:

Mission: Improve the quality of education in Santa Clara County. The four major objectives of this project include the following:

1. Determine the cultural and educational needs of the area in terms of numbers and priorities.
2. Develop a viable administrative mechanism for developing operational policy and for administering the Supplementary Education Center.
3. Develop a regional process for obtaining, evaluating, developing, and diffusing exemplary educational programs from and to all areas of the educational and cultural community of Santa Clara County.
4. Provide visibility to exemplary projects developed locally or nationally.

ACTIVITIES:

1. Assessment of need.
2. Disseminate and diffuse information about improved educational practices.
    (a) in early childhood education for disadvantaged learners;
    (b) leading to individualization of instruction for disadvantaged children in the areas of communication skills;
    (c) in communication among and between the majority and minority groups;

(d) utilizing new technologies.

3. Maintain an information data bank.

4. Assist educational agencies to implement innovative ideas.

5. Assist educational agencies in multi-agency utilization of resources.

PARTICIPATION:

Nearly 100 different agencies have participated in the Center's activities. Several thousand children have been directly involved in activities that stem directly from the Center's activities.

DATA OBTAINED:

More than 6,000 students, teachers, and parents in May of 1967 stated that schools should do more about teaching drug education, family life education, communication skills, vocational education, personal economics, civic responsibility, and identifying and solving problems.

In May of 1968, over 5,000 students and teachers stated that the schools should do more about student concerns in the following areas: understand the causes of the racial disorders in the cities; have opportunities to discover what you would like to do with your life; have information about future employment possibilities; have the skills needed to make a living; know how to achieve your major goals.

EVALUATION:

A comprehensive evaluation is currently being conducted by Arthur D. Little, Inc., a management consultant firm. Annual evaluations are conducted by the Board of Directors. The most recent evaluation found: (1) more emphasis should be placed upon innovation dissemination; (2) more emphasis should be placed upon inter-Center sharing of information; and (3) a continuing emphasis should be made to close the communication gap between different groups.

Local educational agency: Santa Clara County Schools Office
Address: 70 West Hedding Street, San Jose, California 95111
Project Director: Mrs. Marilyn Carson

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

REGIONAL EDUCATIONAL DATA PROCESSING CENTER

Funding: USOE Grant Award No.	Type	Period of Funding From To	Amount $
OEG-4-6-000711-0626	Planning	2/3/66 - 7/31/67	$138,010

TARGET POPULATION:

The region to which RECAP (Regional Educational Center for Automated Processing) is responsible consists geographically of a four county area including San Benito, Santa Cruz, Monterey and Santa Clara. Through a cooperation arrangement with the San Francisco Regional Center, RECAP is also providing services to eight schools in the San Francisco Unified School District. All students in elementary, secondary and unified school district in RECAP's region are possible participants in regional data processing center services provided by RECAP.

MAJOR OBJECTIVE:

The major objective of this regional center is to provide school districts with the component parts of the California Educational Information System. At its present state of development this comprises all data processing and school information requirements in the pupil personnel areas of student scheduling, attendance accounting, mark reporting, standardized test scoring, enrollment and registration, cumulative records and historical data. This comprehensive pupil personnel data processing system bypasses the need for a school district to become financially involved in the purchase and/or rental of extremely expensive equipment and the additional financial support of technical staff to man a district operated installation.

As additional subsystems of CEIS are made available to regional centers, school districts may then avail themselves of them if they wish. An example of such an additional subsystem is the business subsystem consisting of accounts payable, business/personnel, stores and inventory and financial accounting. This subsystem is being readied for 68-69 pilot work.

OTHER OBJECTIVES:

As a byproduct of the collection of current and historical student data, RECAP performs research functions, provides special reports and generally responds as an information bank to participating school districts. RECAP has also assumed the responsibility for training over 200 professional and nonprofessional school personnel in the handling and interpretation of the fifty-plus reports input to and output from the center. This requires a constant and ongoing inservice program. Additionally RECAP provides support in technical areas of data processing to non-participant schools in the region whenever requested. This center is also responsible for piloting segments of the new business system now in the designing stage.

ACTIVITIES:

In addition to data processing production activities RECAP has formed a users' group composed of representatives of participant schools and districts. This group shares ideas and data handling techniques and functions as a sounding board for new ideas. A second type of group is being formed for the purpose of exploring specialized areas of data processing. This will be more of a "blue sky" approach with the hope that a percentage of the ideas discussed at these sessions can be implemented on an operational basis. As an example, RECAP is exploring areas related to library cataloging, audio-visual booking, and data processing curriculum.

PARTICIPATION:

A total of forty five schools in nineteen districts participate in the full CEIS pupil personnel subsystem. This includes over 50,000 students whose records are retained by the center. An additional 30,000 students were tested by RECAP and 10,000 students were scheduled this past year.

DATA OBTAINED:

A full year of attendance, curriculum, marks, test and associated historical information has been captured for those students who were in this system during 67-68. This data is now available to the individual school districts for their own research purposes.

EVALUATION:

All but three contracts with RECAP were renewed the second year of operation. New schools to join RECAP in 68-69 included three full CEIS schools and five scheduling only schools. This certainly would indicate a high degree of success. As of this writing, Arthur D. Little is in the final stages of completing an evaluation of regional centers. A summary of this evaluation will be available to all interested readers.

Local educational agency: Santa Clara Unified School District
Address: P. O. Box 397, Santa Clara, California 95051
Project Director: Dr. Lewis J. Stommel

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Project STRIVE (Student Training Related to Industry and Vocational Education)

Funding:		Period of Funding	
USOE Grant Award No.	Type	From To	Amount $
OEG-9-8-006694-0156(056)	NEW	6/22/68 - 6/20/69	$141,232.

TARGET POPULATION:

Not in operation for 1967-68 school year.

Local educational agency: Santa Cruz High School District
Address: 133 Mission Street, Santa Cruz California 95060
Project Director: Dr. Edward E. Hill and Donn B. Wallace

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: PLANNING OF A SUPPLEMENTARY PROGRAM OF EDUCATIONAL SERVICES TO STIMULATE INNOVATION IN THE DESIGN OF INSTRUCTIONAL SYSTEMS AND PROGRAM VALIDATION TECHNIQUES

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-6-00491 - 0382	Planning	4-1-66	8-15-66	$38,141.00

TARGET POPULATION:

It was anticipated that this project would serve a population of 27,590 students within the geographic area in which it was to operate. Of this number, 25,669 are in area public schools, and 1,921 in area private schools. All are enrolled in the elementary and/or secondary programs of their respective districts. Of those involved, 5% are from Rural Farm Areas; 24% from Rural Non-Farm Areas; and 71% from Other Urban Areas.

It was anticipated that approximately 1,038 school staff members would eventually be participating in the project. Of this amount, 38 would have been involved in the actual in-service aspects of the project, and the remainder would be recipients of the project developments. Of those involved, approximately 1,008 were to have been public school staff members, and 30 were to have been staff members of participating private schools.

MAJOR OBJECTIVE:

The major objective of the project was to develop a program of services which would seek to design, implement and validate instructional systems and strategies which would take full account of available technologies in the field of information storage, retrieval and communications.

OTHER OBJECTIVES:

(a) To identify and define the critical problems to which the proposed program of services would be addressed
(b) To specify the goals of the program of services in terms of innovation, implementation and validation of instructional systems which make full use of available technologies
(c) To define procedures for dissemination of information and for the encouragement of implementation programs in the areas to be served
(d) To chart practical action programs based upon mutually advantageous and necessary cooperation among industry, cultural groups, government and educational institutions
(e) To identify materials, devices and techniques of interest to

the program of services, defining their probable benefits and limitations as well as probable implications for instructional systems design

(f) To explore possible avenues of study which might promise high ratios of payoff-to-investment in the application of new technologies to instructional systems designs

(g) To specify the staff and equipment configurations required to initiate the program of services

(h) To secure participation agreements from cooperating agencies defining respective areas of responsibility in the conduct of the program of services

(i) To develop the budget and application for an operation grant

ACTIVITIES:

During the four and one-half month period of the project, the major activities centered around special study committees; field investigation teams; project staff meetings; and the "in-house" development of project guide lines, procedures and objectives. An advisory committee was tentatively formed, and frequent progress reports were prepared and presented to the sponsoring agency.

PARTICIPATION:

The planning phase of the project was conducted primarily by members of the local public educational agencies, representatives from the local campus of the University of California, and one representative of the local news media and one local community consultant. In addition, the services of an outside consultant agency were employed to assist in the survey of existing programs. Greatly increased participation was planned for the operational phase of the project had it been funded.

DATA OBTAINED:

A great deal of knowledge was gained by individual project staff members through the use of field investigation techniques. A written report of existing programs was prepared by a commercial consultant firm. A complete audit of the expenditures of the project has been made.

EVALUATION:

This project did not advance beyond the planning phase. The project staff was successful in defining the tasks, procedures and operational requirements of an on-going project, and a comprehensive and detailed application for an operational grant was prepared and submitted. The project was not funded.

Local educational agency: Santa Monica Unified School District
Address: 1723 Fourth Street, Santa Monica, California
Project Director: Miss Lois A. Braun, Curriculum Supervisor

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Geography An Integrative Discipline (K-6)

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
OEG-0-9-8-006290-0153	Operational	6/15/68	6/30/69	103,898.00

TARGET POPULATION: Approximately 5,264 students and 166 teachers (K-4) from Santa Monica Unified School District, St. Augustine Episcopal Church School and Pilgrim Lutheran Parochial School will be involved in the project during the 1968-69 school year. This will be increased to 6,336 students and 198 teachers (K-5) during the 1969-70 school year and 7,328 students and 229 teachers (K-6) during the 1970-71 school year (the latter at district expense).

MAJOR OBJECTIVE: The prime objective of the project is instituting an articulated social science program, K-6, based on geography as the integrative discipline and incorporating concepts and skills from the other social science disciplines. Geography is defined as "all of man's activities on the land." The program utilizes the regional approach which is designed to help students analyze their physical and cultural environments. The 1968-70 project has the additional objective of creating changes in teacher classroom behavior in the following areas: (1) the use of inquiry as an instructional technique and (2) the increased utilization of individual and small-group instruction.

OTHER OBJECTIVES: The remaining objectives stated in the proposal are as follows: (1) to instruct teachers in grades four, five and six in new geographic content; (2) to establish a geographic Field Study Center at Decker Canyon; and (3) to initiate and develop a pilot program for Multi-Media presentations. The latter two objectives will largely be realized at district expense.

ACTIVITIES: The program was introduced into all K-3 classes during the 1967-68 school year (see abstract USOE No. 3081). The summer of 1968 was devoted to the following activities: (1) planning the Inquiry Training program for grade one teachers with Ben Strasser and Los Angeles County PACE personnel; (2) planning the grade four program which will focus on a regional study of California (including physical, historical and cultural geographic concepts), a comparative study of Japan, and a contrastive study of The Sea; (3) refining the K-3 programs as indicated by the results of the evaluation study; and (4) analysis and purchase of materials appropriate to the current program.

The 1968-69 school year will be devoted to the following: (1) intensive evaluation of teaching strategies in the areas of inquiry and individualization of instruction; (2) implementation of the grade four program into all classes; (3) utilizing teacher consultants and other project personnel in an extensive in-service program; (4) planning and initiation of pilot studies in grades five and six; (5) production of sample lessons on Super 8 motion film; and (6) instruction of teachers in grades four and five in new geographic content in cooperation with the University of California at Los Angeles.

Summer of 1969 and the 1969-70 school year will be devoted to activities similar to the above with the focus on inquiry as a process and new programs in grades five (to be initiated in the 1969-70 school year) and six (to be initiated in the 1970-71 school year at district expense).

PARTICIPATION: Many of the local educational, governmental, commercial and industrial agencies which cooperated in the project during the 1967-68 (see report of project OEG-3081) will continue to lend support. In addition, Scripps Institute of Oceanography, Mr. Ben Strasser of the Los Angeles County Schools office, Dr. John S. Shelton of the Geology Department of Claremont College, Dr. Peter Mason of the Geography Department of San Fernando State College, and various local and state agencies will be involved. Project personnel will continue to cooperate with districts, individuals and agencies desiring information and consultant help.

DATA OBTAINED: Evaluation instruments used in the 1967-68 testing program will be continued in Grades 1-3. Test II (Air Photo Analysis) and III (Mapping) will also be administered in Grades 4-6 to determine cumulative growth over a five- or six-year period. In addition, tests have been designed to measure grade four pupil growth in concepts and skills incorporated in the project (physical, historical and regional geography). Analysis will be made of any unusual changes in scores made by grade four students on the Iowa Test of Basic Skills which might be attributed to the new program. Project personnel, Los Angeles County PACE personnel and Mr. Strasser will also design instruments designed to evaluate teaching strategies focusing on Inquiry.

EVALUATION: The above will be administered under a Pretest-Post Test design, and results for the 1968-69 school year will be available by July of 1969 (see project report OEG-3081 for results of 1967-68 project). Additional subjective evaluation will be collected from observations, anecdotal records, and conferences with all involved personnel.

Local educational agency: Santa Monica Unified School District
Address: 1723 Fourth Street, Santa Monica, California
Project Director: Miss Lois A. Braun, Curriculum Supervisor

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Geography As An Integrative Discipline in Grades Kindergarten, One, Two, Three

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-672752-3081	Operational	3/1/67 2/1/67	2/28/68 5/31/68	65,065.00

TARGET POPULATION: Approximately 4,400 students (K-3), and 121 teachers from Santa Monica Unified School District, St. Augustine Episcopal Church School and Pilgrim Lutheran Parochial School were involved directly in the project. All socio-economic strata are present within the target area, from the very affluent to the extremely deprived, as are a relatively large number of minority races (Negro, Oriental, and Mexican predominating).

MAJOR OBJECTIVE: The prime objective of the project was to institute a new social science program which was based on geography as the integrative discipline and drew upon concepts and skills from the other social science disciplines. Geography was defined as "all of man's activities on the land." The program utilized the regional approach which was designed to help students analyze their physical and cultural environments. Insights, skills, and concepts appropriate to later analyses of environments and cultures removed in space or time were an integral part of the curriculum.

OTHER OBJECTIVES: The objectives stated in the proposal were as follows: (1) to continue and refine the experimental program in geographic inquiry (as instituted by Drs. Charlotte Crabtree and Richard Logan; USOE 2476); (2) to extend the program to include all primary children in the district; (3) to develop a comparative study in the third grade; and (4) to create an in-service program in geography for teachers. Additional objectives not directly stated included involvement of community at all levels, development of curriculum designed specifically for the low-achieving or foreign-speaking child, and preparation of child-centered materials utilizing all media.

ACTIVITIES: The spring and summer of 1967 were devoted to the following: (1) program planning with all segments of the educational and lay community; (2) preparation of district-produced pupil materials (i.e., scale-models, floor maps, acetate overlays, filmstrips, etc.) and teacher resource information for all grades; and (3) procurement of published materials and equipment. The program was initiated into all grade One to Three classrooms in the district in the fall of 1967 and into all kindergarten classes in the spring of 1968. In-service education consisted of classes in geographic content for all teachers along with continuous individual, small-group and grade level conferences with teachers, administrators, outside consultants, community personnel and all others who could be of service or who were concerned with the program.

PARTICIPATION: Many local educational, governmental, commercial and industrial agencies participated in planning and conducting the program, notably the Geography Department of the University of California at Los Angeles, the Los Angeles PACE Office, various Santa Monica City Hall personnel, Santa Monica City College, 75 volunteers from the PTA who helped reproduce materials, the California Division of Highways, over 50 industrial or commercial agencies from the Los Angeles Basin, Los Angeles County and Southwest museums, and numerous other agencies and individuals. There have also been many visitors from California, several other states, and more than twenty foreign countries. These people visited the Demonstration Center, received materials, and observed the program in operation in the classroom. Project personnel have also received countless requests for additional information and consultant service as a result of presentations at state and national conferences and articles in several professional publications.

DATA OBTAINED: The Houghton Mifflin Primary Social Studies Test, SRA Short Test of Mental Maturity, and four project-designed tests (Coordinate System in Grades One and Two; Air Photo Analysis in Grades One through Three; Map Reading in Grade Three; and Historical and Cultural Geography in Grade Three) were used to measure pupil ability to deal with concepts, content and skills incorporated into the program. Additional non-statistical data has been collected from observations, anecdotal records, group in-service meetings, and unsolicited statements from teachers, parents, and children.

EVALUATION: Pupils evidenced statistically significant gains from pretest to post test on all of the tests. Particularly gratifying were results from the tests designed to measure specific skills (coordinate systems, air photo analysis, and mapping) which had not hitherto been included in primary programs. The test results also indicated that we had underestimated primary grade pupils' ability to deal with advanced concepts and skills incorporated in the project, thus necessitating several program modifications.

Local educational agency: Scotts Valley Union School District
Address: 150 Tree Top Drive, Santa Cruz, California 95060
Project Director: Faythe A. White, Speech & Hearing

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Communication Reinforcement

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-005517-0055	Planning	6/68	6/69	$1,488.00

TARGET POPULATION:

Children who are performing below grade-level expectation whose teachers have suspected a breakdown in child-parent communication as one contributing factor will be included.

Most students will be in grades 1-3. The school psychologist, nurse, project director, classroom teachers, and administrators will work as a team.

MAJOR OBJECTIVE:

We hope to improve the child's self-concept and attitude toward school tasks by helping parents accept the child and understand his learning difficulties.

OTHER OBJECTIVES:

Our aims include parent education which should take pressure off students at home--creating an atmosphere in which learning is facilitated.

Better informed parents should lead to more cooperation with schools and teachers.

ACTIVITIES:

1. Pre and Post testing of children and parents attitudes toward school.
2. A short course in Parent Effective Training.
3. Parents to have weekly assignments with children-games, etc. to develop communication and appreciation as well as developing skills in children.
4. Social times for parents which will provide encouragement and insights into mutual problems.
5. Guest lectures in all aspects of child development, special education teaching techniques, etc.
6. Books, pamphlets, games, etc. will be provided on a check-out basis.

PARTICIPATION:

Most children and parents involved will be from rural areas where communication has been limited regarding school objectives.

DATA OBTAINED:

Project is still in planning stage.

EVALUATION:

None at present.

Local educational agency: SHASTA UNION HIGH SCHOOL DISTRICT
Address: 725 Cypress Avenue, Redding, California 96001
Project Director: Acting Director, Charles L. Alling - Permanent Director to be appointed.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

HIGH START,

Funding: USOE Grant Award No.	Type	Period of Funding From To	Amount $
OEG-9-8-006572-0154 (056)	Opera-tion	6-26-68 to 8-31-69	$54,327.00

TARGET POPULATION:

Pre-ninth grade students who, by reason of educational, social, and/or educational characteristics, may be considered potential dropouts; or, may be expected to experience little success in school.

Students to be selected from high school districts in Shasta and Tehama Counties involving the Anderson Union High School District, Corning Union High School District, Red Bluff Union High School District, and Shasta Union High School District.

MAJOR OBJECTIVE

To provide educational experiences for the target population which will enable them to perform in a satisfactory (grade level "C" or better) academic level during their freshman year in high school.

OTHER OBJECTIVES

1. Create interest in school attendance.
2. Improve self-image.
3. Expand educational, cultural, and social experiential backgrounds.
4. Provide rewarding group experiences.
5. Increase intrinsic motivation toward educational achievement.

ACTIVITIES

1. Summer residential educational and social experience.
2. Morning summer school sessions, providing new and appealing curriculum.
3. Afternoon and evening planned program of activities stressing personal involvement.
4. Counseling in individual and group sessions; and provision of effective relationships with successful student assistants and understanding teachers.

PARTICIPATION

Teachers, counselors, and administrators will be involved in the program selected from the participating high school districts of the area.

Resource assistants will be added to the program utilizing talents, specialties and interests of residents in the geographic area described as Shasta and Tehama Counties.

Children who have graduated from the eighth grade will be selected from all school districts of the area. Contacts will be made with non-profit private schools to ascertain needs of private school graduates planning to attend public high school.

DATA OBTAINED

1. Ability level of students.
2. Achievement levels in reading, mathematics, and language arts.
3. Grade records as available.
4. Attendance records.
5. Discipline problems.
6. Some determination of pupil motivation, and attitude towards school.
7. Teacher's estimates of future school success.

EVALUATION

It is proposed that evaluation of the above data on a pre-post basis with follow-up during the ensuing academic year will provide some objective basis for determination of success in accomplishing major objectives.

Project implementation includes organization of program during the school year; the residence phase to be implemented during June, July, and August, 1969.

Evaluation, August, 1969, and follow-up during ensuing academic year. The project intends to provide a three-year continum of program to test total effectiveness of pre-high school experiences in effecting changes leading to success for students judged as probable high school failures.

Local educational agency: Sonoma County Superintendent of Schools
Address: 2555 Mendocino Ave., Room 111 E, Santa Rosa, Calif. 95401
Project Director: Ted Hucklebridge

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

A segmented Demonstration Physical Education Program

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-000736-0355		1-28-66	7-27-66	19,531
OEG-4-7-672645-0241	Operation	9-01-66	6-30-68	297,992

TARGET POPULATION: The estimated population in geographic area served is 180,000 divided into 26.8% farm area, 19.6% non-farm, & 53.6% urban. Influence beyond the target population can be judged by requests for material from 44 states & 4 foreign countries.

Participation includes Bellevue Elementary District (K-6); Guerneville, a rural intermediate school (7-8); & Healdsburg H.S. (9-12); 2,710 students.

Personnel of project includes 49 teachers & administrators, paid by the school district; the project director (1/2 time); 2 school project coordinators and 5 assistants (full time); & 5 non-professionals employed part time.

MAJOR OBJECTIVES: To provide a demonstration physical education program to help students improve in (1) physical fitness, (2) basic skills for games & recreation, (3) skills & attitudes which will promote social & emotional adjustment, (4) skills & attitudes for leisure time.

To demonstrate that if sound policies are developed involving responsible personnel, then foundations are established upon which school districts can build more effective instructional programs. Innovative policies were developed in these areas: policy development & implementation, program development & evaluation, personnel, facilities, business mgt & finance, & public relations.

To create a model center which will inspire other schools to set up similar programs through cooperative activities with North Bay Pace Center, project staff, & interested school districts. (Evaluation planned for '69).

OTHER OBJECTIVES: To study if there is a relationship between fitness & academic achievement; to discover factors related to self concept.

ACTIVITIES: In each school dist, the staff worked cooperatively with the project director to formulate the implementation schedules in the 6 aspects of administration: i.e. policy, program, etc. Priorities were established for innovations based on student needs according to the augmented evaluative criteria of the Cal Physical Fitness Committee Study. Staff roles were defined in relation to new goals. (1) Elementary level program was augmented with a new concept of body management, embracing provision for development of efficient coordination & body control. (2) Perceptual training was introduced on Kindergarten level. (3) Referral program was used to screen deficiencies (K-12). (4) Illustrated units were compiled on tumbling, circuit training, body mgt. & movement exploration (K-6). (5) Student deficiencies

Local education agency: Sonoma Co. Supt. of Schools

indicated a need for greater emphasis in rhythmic & vigorous activities. New units were introduced in body mechanics, gymnastics, interval training, circuit training, combatives & soccer (7-12). (6) Individualized instruction was stressed in a profile assessment unit & the corrective-adapted programs (9-12). (7) ITV enriched the quality of instruction (9-12). (8) Skill assistants trained & utilized. Additional supplies, equipment & facilities to carry out the designed program were acquired within a functional budget; in-service education was provided.

PARTICIPATION: Some of the services rendered to the area in 1967 - 1968 were:

Physical Education Demonstration	Participants	Physical Education Demonstration	Participants
13 in schools in Sonoma County	827	2 U. of California extention courses (Teachers from 11 Bay Counties)	600
4 in schools in Marin, Solano and Napa	235	5 Local & District PTA presentations	420
6 in non-profit private school visitations	46	4 Presentations Assn. H., P.E. & R. (Nat'l, State Dist. & Unit level)	850
3 for Sonoma County Schools Board Assn.	104		

77 PROJECT VISITATIONS OVER 925 PARTICIPANTS

Extensive involvement during initiation pursued with med, health, educ. & etc.

DATA OBTAINED: On the primary level (1) Perceptual Abilities Form Test. (2) Charts based on performance in body mgt (pre-test & post test) studied in 3 groups: K, 1st grade, & selected 2nd & 3rd graders (referral group). (3) Student Self-concept Test (Picture -reaction test). (4) Statistical analysis of the relation between physical & academic achievement using Bender-Gestalt & Stanford Reading Test. The following charts were derived from test data showing the P.D. improvement from 1966-68 made by boys & girls from 10-18 years in Bellevue Union School Dist, Guerneville, & Healdsburg H.S.: (1) Trends of deficiency in Cal Phys Performance Test. (2) Percent of deficiency in Phys Perf tests. (3) Comparison of Median scores in Phys Perf Tests. Each district appraised the quality of practice, changes needed & action necessary in 6 aspects of admin in a chart entitled, "Evaluation Instrument for Program & Operational Policy". For teacher self-appraisal, "The Measure of a Good Teacher" was modified & used.

EVALUATION: Extent to which major objectives have been accomplished: On primary level, pupils in Body Mgt.Prog. have achieved an impressive record with improvement in 19 of 21 tests & no regressions. A significant relationship between visual-motor coordination & vocabulary achievement was discovered & seems worth following up next year. Analysis of the Cal Phys. Perf.Tests (in 1967-68) in the elementary program revealed reduced deficiencies in 18 of 24 test periods. Guerneville results showed no deficiencies for girls & 51% of pupils were awarded the P.C.P.F. Award, where the pupil equalled or surpassed the 85th percentile on all tests. In Healdsburg H.S., there were reduced deficiencies in 89% of test periods for girls & 67% for the boys. Since 1966, median scores have improved & many surpass scores in Nat'l & state studies.

Skill charts are being prepared & will be administered in 1968-69. Social and leisure aspects will be explored. Attitudes are difficult to measure unless through the responses of teachers who report increased enthusiasm.

Self-appraisal by staff showed evidence that quality of curricular experiences were directly related to quality of leadership. Further study may reveal how to use these data in guidance & supervision of personnel.

Local educational agency: SONOMA COUNTY SCHOOLS
Address: 2555 Mendocino Avenue, Rm. 111E, Santa Rosa, Calif. 95401
Project Director: CARMEN FINLEY

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

REGIONAL DATA PROCESSING CENTER

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-6-000711-0627	Pre-Operational	Mar. 1966	June 1967	$163,917

TARGET POPULATION: The Target Population of Northwest Regional Center for Educational Data Processing, the agency developed as a result of this project, is ultimately to serve the majority of the students in public schools in nine counties of Del Norte, Humboldt, Trinity, Napa, Siskiyou, Lake, Mendocino, Sonoma, and San Francisco.

MAJOR OBJECTIVE: The major objective of this project was to develop a Data Processing Center to provide pupil personnel services for the population specified above. The services to be provided first in this Center were those named California Total Educational Information System which are pupil scheduling, test scoring, attendance accounting, report card production, all of which accumulate into the California Guidance record.

OTHER OBJECTIVES: In addition to providing the above listed services, the Center endeavors to provide customized Research Design and Processing for various other agencies. It also is designed to provide certain business services for the districts and the counties.

ACTIVITIES: Beginning in March of 1966, staff was employed to begin the implementation of the design. The first activity was to solicit bids for a computer which was awarded in the Fall of 1966 for installation in March of 1967. In the meantime, technical staff was recruited and trained. Housing was taken care of by obtaining an abandoned Post Office which required remodeling. The completion of the remodeling of the Post Office and the installation of the computer made it possible to establish an operation in the Post Office Center to begin scheduling for pupils for the school year of 1967-68. The Center can be considered completely operational as of July 1, 1967. Payroll applications were put on the system beginning January 1, 1968.

PARTICIPATION: From the beginning of the project an Advisory Council was formed representing each county office in the area to be served. After beginning of operations of the Center, this Advisory Council was modified in its membership to include a representative of each agency served. The Center is currently serving approximately 20 different public agencies and approximately 14 private agencies, all Catholic schools.

Each public and private school is represented on the Advisory Council. In addition there is a Board Advisory Committee in Sonoma County to aid in the administration and policy decisions necessary to operate the Center.

DATA OBTAINED: In terms of the service specified in the major objective, the major criterion must be the number of students served in the geographic area specified. During the current year, there are 27,363 students at the secondary level and 7,340 at the elementary level being served using the basic package of services. In addition, approximately 13,000 students are being provided test scoring services to the Center. In terms of business applications, the school district payrolls of Sonoma County are being served through the Center which involves approximately 5,000 employees.

EVALUATION: The available population in public schools in the area specified for this Center is approximately 110,000 students. The Center is currently serving 47,703 students. At this point the major improvement to the services provided those districts is in the report card system which is being redesigned at this Center to provide accumulative grades. At this time only minor changes are proposed to the system as currently operating.

Local educational agency: South San Francisco Unified School District
Address: 398 "B" Street, South San Francisco, California 94080
Project Director: Dr. Phyllis Van Vleet

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: The PACE I. D. CENTER

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-671962-0237(056)	Operational	9/ 1/66	6/30/67	130,780
		7/ 1/67	6/30/68	164,738

TARGET POPULATION: Young children, grades K-3, with a potential for serious learning and/or behavior problems. Does not include those children or families on the active roster of social adjustment agencies at the time of screening. School districts: SSFUSD, Bayshore El., Brisbane El., SSF Catholic Schools (Total:21). Initial screening=7,000+. Experimental group: 156 PACERS, their families and others who share a responsibility for their education and welfare.

MAJOR OBJECTIVES: To develop improved and more effective techniques of intervention for the reduction or prevention of learning and behavior problems in young children. OTHER OBJECTIVES: ● To identify behavior problem children through teacher assessment of classroom behavior. ● To demonstrate appropriate and intensive social work intervention within the school-family-community environment. ● To evaluate the effectiveness of the program. ● To make the results available.

ACTIVITIES:

A. Identification of target population
  - Screening by classroom teachers using the 11 Item A-M-L Behavior Rating Scale (Reliable, simple, economical, minimal time required (½ hr.) After May, 1969, contact San Mateo County Supt. Schools, Redwood City).
  - Selection of target population from among high scoring (indicates problems), top 10% from each District.
  - PACERS matched with Controls on District, Grade, Sex and Learning Item.

B. Intervention by the PACE Social Worker during two year period.
  ● at school: principal, teacher, other school personnel. ● at home: parents, siblings, others in family. ● in the community: Boys' Club, social agencies, physicians, others. ● social worker and mental health staff consultant explore ways to increase child's opportunities to function more effectively by developing alternative plans of action. ● social worker has an on-going commitment to implement these plans initiating and maintaining communication among key persons in total environment. ● SUMMER ACTIVITY PROGRAM - 1967. The socialization process at work. Use of college and high school students as counsellors for 98 PACERS.

C. Evaluation (in process)
  - Process evaluation in the interest of flexible program development.
  - Product evaluation to assess effectiveness of program.
  - Cost Benefit Analysis (in process)

D. Dissemination: a major responsibility under Title III. Special reports

(Asilomar Conferences, Summer Program, Interventions, Cost Benefit Analysis) also Monthly Progress Reports.

E. Implementation: Concerned educational and community agencies are exploring ways to implement the concepts of prevention through the establishment of a prevention-oriented training and demonstration center.

PARTICIPATION:

- ASILOMAR CONFERENCES
  - 1967: To involve community agency personnel in exploring the concept of prevention.
  - 1968: To involve key community and agency leaders in taking a hard look at "Children At Risk" with a focus on community action and implementation of PACE I. D. concepts.
- Professional Coordinating Committee provides strong community support.

DATA OBTAINED: (being processed)

- Objective assessment:
  AML Behavior Rating Scale (5 ratings)
  Bender Visual Motor Gestalt Test
  Draw-a-Person
  Wide Range Achievement Test
- Descriptive Data:
  Glueck Predictive Indices
  Family and Case Management Schedule
- School-based Data:
  Group Test Scores
- Descriptive case study material

EVALUATION: The target population, as an identified population, has opened the door for social workers to serve effectively as catalysts for change in schools, with families and in the community.

Local educational agency: Spreckels Union School District
Address: P.O. Box 308 Spreckels, California 93962
Project Director: Jack Raine

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Operation Step-Up (Simulation Through Environmental Programming Unstructured Play) 5516

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
OEG-9-8-005516-0056-(056)		2-1-68	10-31-69	2,924

TARGET POPULATION:As used in June, 1968, one teacher and one eighth grade class of sixty-two students were involved in our gaming and simulation project. The students ranged in age from twelve to sixteen years. They were not grouped homogenously. Eighteen of the sixty-two students spoke English as a second language, or were of Mexican heritage.
MAJOR OBJECTIVE: To aid in making the study of American History relative to each individual student as a citizen of this country. We hope that through this program our students of American History, regardless of their national origin or race, may come to realize more fully their importance as individual citizens in this free, democratic republic.

OTHER OBJECTIVE: In addition to helping to make the study of American History something to which the students can relate themselves, these games serve also as a learning device wherein students familiarize themselves with terms and procedures common to the operations of our governmental system. The students should be able to demonstrate this learning through both oral and written examination.

A further anticipated benefit from this project is the fostering of a greater understanding of some of those activities and events which are most responsible for the growth and development of our nation from its inception to the present day. And, a realization of the importance of individuals in forming this country.

ACTIVITIES: Upon receipt of the first of our games (June, 1968), the class of sixty-two students was divided at random into two groups of thirty-one each. These were heterogeneous groups with no control of the ratio of English and Spanish-English speaking students.

The game used was: Game of Democracy Game I - Legislative Session. Each group spent a total of three class periods of forty minutes each working with the game while the other group was engaged in a regular civics class. In this game each student was to assume the position of a legislator with a two fold mission: to appease his constituents and to be reelected for the following term.

PARTICIPATION: Sixty-two eight grade American History students participated in game I: Legislative Session, in June, 1968. For the academic year 1968-1969, this and other games included in our project will be used by both seventh and eight grade history students. Because we are the only

PARTICIPATION (cont'd):

school in our district and are not near a private school, our games have not been used by students other than the above mentioned.

DATA OBTAINED: Through class discussion an understanding of the significance of the various roles of a legislator became apparent. Of particular note was the student interest in the methods of assuring reelection.

EVALUATION: Although this project has not been in operation long enough for a valid evaluation, the enthusiasm and interest demonstrated in class discussion indicated that the major objective of making this particular phase of American History relative to those sixty-two students involved successful.

For the academic year 1968-1969, a pre-test and post-test will more accurately indicate what amount of learning can actually be credited to the games, as far as terms and historical understandings are concerned.

Local educational agency: Stanislaus County Schools Office
Address: P. O. Box 1697, Modesto, California 95354
Project Director: Anthony P. Damore

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

The Development of County Wide Articulation in Foreign Language Through Common Measurement Procedures

Funding: USOE Grant Award No.	Type	Period of Funding From	 To	Amount $
OEG-4-7-662635-0245	Operation	9-01-66	6-30-68	$49,354

TARGET POPULATION: Through its operational procedures, the project is reaching into every sixth, seventh, eighth, and ninth grade classroom in the county. Of the 177,500 total estimated population in the geographic area served by the project, approximately 33,194 public elementary and 2,100 nonpublic elementary school children together with 13,062 public secondary and 200 nonpublic secondary school children are expected to receive the impact of this project. In addition, 460 pre-school children, 380 adult education students and 450 special education students have been invited to participate. The distribution of participants to be served by this project is as follows: 20% rural farm, 40% rural non-farm, and 40% other urban. 2,066 public school and 100 nonpublic school staff members are expected to participate in the in-service activities as part of the project. According to U. S. Bureau Census Reports of 1960, 35% or 14,236 of Stanislaus County's 40,478 families have poverty level incomes when $4,000 is set as the upper limit. Taking $3,000 per year as the poverty line reduces the proportion of families in poverty to almost 1/4 or 24.3%, which is 9,333 families.

MAJOR OBJECTIVES: The objectives of the project are (1) to establish common objectives and standards in foreign language instruction, and (2) to provide for continuity of foreign language instruction among the schools of Stanislaus County.

OTHER OBJECTIVES: If successful, the concept of providing better teaching through joint testing should serve as an exemplary model to other disciplines.

ACTIVITIES: A program of in-service education has been set up consisting of workshops, small study groups, classroom observations, and consultation, in which the close inter-relationships of measurement data and the instructional program are demonstrated. The participants in these workshops are teaching personnel and administrators who study test item writing procedures in an effort to learn modern measurement technique as it is applicable to foreign language instruction. The ultimate goal of the in-service program is to give the participants an understanding of the objectives of the criterion referenced tests that are to be administered at appropriate intervals throughout the period of the project. Test results are being used as feed-back to enhance the instructional program.

Local Educational Agency: Stanislaus County Schools Office

PARTICIPATION: Agencies and personnel involved in the planning of this project include Fred C. Beyer, Stanislaus County Superintendent of Schools; Dr. Donald W. Johnson, Consultant in Program Planning Division of Instruction, California State Department of Education; Dr. Gustave Mathieu, Professor of Foreign Language, California State College at Fullerton; and Gerald Newmark, Human Factor Scientist, System Development Corporation, Santa Monica, California. Neighboring counties have been kept informed of the progress through the efforts of Betty Fowler, Coordinator-Consultant of Foreign Language for Stanislaus County. The staff of the Northern San Joaquin Valley Counties Supplementary Education Center in Stockton, California, have agreed to inform other educators about the project through newsletters and personal contacts. Ceres Unified School District, Modesto City Schools, and Sylvan School District have consented to serve as prototypes for the planning, organization of articulation committees and systematic development of an evaluation-revision cycle using criterion-referenced testing to improve articulation. General county meetings of teaching personnel have been called to disseminate information gathered from the prototype districts. Teachers of parochial and nonprofit private schools in the county have been invited to participate in the workshops and in-service training activities, and all materials developed during the course of the project are similarly made available to these teachers.

DATA OBTAINED: The project is based upon the a priori assumption that the audio-lingual method in foreign language instruction is superior to the grammar-translation approach in the extent to which students taught by the former method are able to demonstrate proficiency in such skills as listening comprehension and oral production. Statistical comparisons between control and experimental groups are being made utilizing the data from the criterion referenced tests collected at appropriate times during the project. Other kinds of measurement procedures including expert judgment and teacher testimony are also being utilized, and various appropriate statistical comparisons are being made.

EVALUATION: It appears that the greatest change resulting from the project to date has been the use of empirical data to make administrative decisions in terms of pupil placement, content of course to be covered, length of time spent only on one unit, and the efficiency of types of teaching-learning activities. It has increased the awareness on the part of the school district of what happens to the child after finishing the year's work. Personnel involved in pupil placement want to use the listening comprehension tests results in placing students. It has pinpointed the need for pre- and post-testing units in terms of behavioral objectives to determine where students are and to evaluate the degree and the direction of the learned, behavioral change which takes place during the learning situation.

Local educational agency: **Stockton Unified School District**
Address: **701 North Madison Street, Stockton, California**
Project Director: **Richard C. Valenzuela**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

A Demonstration Bilingual Education Project

Funding: USOE Grant Award No.	Type	Period of Funding From To	Amount $
9-8-005521-0046 (056)	Planning	Feb. 1968-Sept.1968	$ 38,720

TARGET POPULATION: The area is limited to the city of Stockton which is composed of 54% Caucasian, 21% Mexican-American, 13% Negro, 4% Oriental, and 8% other. The Stockton area is more densely populated than the average for the state and contains a greater percentage of minority groups than the state as a whole. It is towards helping these minority groups whose school histories have been ones of academic failure, dropouts, poor self-concept development, and limited careers that this project is aimed. The 200 students in the first phase who will be served will belong to every ethnic group as represented by each involved school's population. In the first operational phase only students in the first and second grades will be invloved. In the second and third phase, intermediate upper grades will become involved until finally the program meets the needs of all students and is a total school program.

MAJOR OBJECTIVES: To provide an exemplary project in the most depressed areas of the community that will demonstrate the advantage of a comprehensive program of instruction. One that will best meet the educational needs of Spanish-speaking and other ethnic group children as well as through a bilingual, bicultural curriculum development utilizing bilingual instruction by bilingual teachers.

OTHER OBJECTIVES: (1) To develop a totally bilingual school which will be an exemplary demonstration and training center for further expansion of the project in Stockton and surrounding areas. (2)To begin immediate activities in community development as part of the total program which will include the following: (a)Integration and interaction of community forces which will promote better understanding among people of different national, ethnic, and racial background through participation in various beneficial activities through the use of cultural and educational sources such as the State Department of Education, public and non-profit organizations, educational radio and television, libraries, museums, musical and artistic organizations. (b)Begin the development of an adult language teaching and cultural program involving teachers and parents in a close cultural and educational environment by a teaching exchange between parents and teachers. Pedagogy and subject matter especially in the languages would be pre-planned by an advisory group truly representative of the neighborhood and the district in which this will take place.

ACTIVITIES: The bilingual school will be at Washington School. It has 39% Mexican-Americans, 41.8% Negro, 14.8% other, while 1.1% Oriental, and 2.4% other non-white. There will be four other schools in the target area which will have approximately the same program but will use the 'pull out' method due to lack of space. The materials will be implemented by 9 bilingual teachers who have completed an extensive 10 day workshop in teaching the materials. The Ott materials teach science and social studies concepts along with development of English and Spanish communications skills. The program also affords self-concept building exercises for children who have a poor concept of themselves. Pupils move progressively through learning experiences sequenced for gradual but systematic development of concepts and language. Instruction is given in Spanish in each subject field; time allotments are equated with English instruction.

Extensive modification of curriculum is made to insure cognitive development through real, concrete experiences and to provide language symbolization of these experiences and concepts. Linguistic considerations include special language exercises, games, and rhymes to help pupils overcome language interference between English and Spanish. Many specialized materials are designed and developed to provide sound bilingual education and to insure the success of the pupils. There is also high emphasis on experience charts and other forms of translative pupil experiences.

PARTICIPATION: The bilingual school will become a real community educational center which will have a community teacher/social worker who will act as a liaison between the community and the school. Medical and health facilities will be readily available through the Health and Welfare Departments. Aides, volunteer workers, and bilingual teacher corpsmen will be used from the immediate target area.

DATA OBTAINED: There will be an ethnographic study made into the comparative cultures of the various ethnic groups including their distribution characteristics and folkways. This data will be used to facilitate planning and implementation in the total school community program and specifically as a basis for building curriculum in the bilingual school.

EVALUATION: The teaching can be evaluated through a set of codes devised by Dr. Theodore Parsons of the University of California at Berkeley. These are a set of codes providing the teacher with self-analytical data which provide her with information as to her drill management, group, sub-group, and individual child attention given. By these codes, the cild can be evaluated immediately during oral drill and given immediate reinforcement or help when needed. In addition, different evaluative techniques and materials which are available will be used. Such as: (1) The Language Productivity Test, (2) The Aural Discrimination (Pre and Post) Tests developed by Dr. Ott, and (3) The Dr. Lawrence Lawery Science Tests.

Local educational agency: Stockton Unified School District
Address: 701 N. Madison, Stockton, California
Project Director: George W. McCormick

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: "A MODEL FOR THE STUDY OF IMMEDIATE AND FUTURE EDUCATIONAL NEEDS IN A METROPOLITAN AREA"

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-9-8-073844-0002	Planning	8/1/67 10/1/68	7/31/68 7/31/69	90,361.00 78,361.00

TARGET POPULATION: The Stockton Unified School District has a pupil population of approximately 32,000. Eighteen thousand in grades K-6, seven thousand in junior high school, and six thousand in senior high school. The student population is composed of 59% Anglo, 21% Spanish surname, 14% Negro and 4% Oriental. Sixteen of the district's 42 schools have less than 1% Negro students. Eighteen schools have less than 50% Anglo student population. Thirty five percent of the district's K-6 youngsters (6,500) are housed in structurally unsafe buildings and 2,100 high school students attend unsafe schools.

MAJOR OBJECTIVE: The study has the ten specific objectives listed below. Each and every objective derives its primary concern from issues of racial, ethnic and economic imbalance and the resultant disadvantages to children. The schools of the district reflect extensive de facto segregation. The intent of this project is to develop means of resolving this problem.

OTHER OBJECTIVES:
1. Ascertain, as fully as possible, the set of problems to be confronted through the 1970's.
2. Critically examine the entire curriculum (preschool through adult) with particular emphasis to the schools, subjects and services that relate to racial, ethnic and economic problems.
3. Determine the structural safety of each pre-1934 building and ascertain whether the building should be razed or remodeled.
4. Determine the location of replacement and expansion facilities toward the orderly growth of the community.
5. Determine attendance boundaries for existing, replaced, and expansion facilities to best accomplish educational and social objectives.
6. Determine the network of intergovernmental agencies, establish communication procedures, and design a system for cooperative decision-making.
7. Identify the nongovernmental organizations, establish communication procedure, and design a system for cooperative decision-making.
8. Examine the school district's administrative structure and organization toward the development of the most effective organization for meeting the issues and changes of the future.

9. Establish a method for communication with the public.
10. Develop a system for an adequate, systematic evaluation of all phases of planning and implementation.

ACTIVITIES:

The procedure includes utilizing a two man staff, a six-member interdisciplinary advisory committee (comprised of members representing environmental design, anthropology, psychology, sociology, economics and education), curriculum consultants, and the involvement of large numbers of citizens. The lay groups, with the advice of consultants and school district personnel, seek resolutions to the issues. Those solutions are then presented to the Interdisciplinary Advisory Committee, the Superintendent of Schools and the Board of Education. A broad spectrum of curriculum consultants will be used to evaluate the current curriculum programs and policies. The district will doubtlessly find need to improve every major area of curriculum and services. Curriculum consultants in Language, Social Studies, Science, Mathematics, Reading and Fine Arts will meet with lay and professional committees to assist in the development of more effective programs.

PARTICIPATION:

see above

An Interagency Coordinating Committee has been formed to work toward joint decision-making. There are twelve agencies involved. The representatives are: the City Manager, the County Administrator, the County Superintendent of Schools, the President of Delta College, the Director of the Department of Public Assistance, the District Health Officer, the Director of San Joaquin County Hospital, the Superintendent of the Stockton Unified School District, and executives from the Housing Authority, the Redevelopment Agency, the Economic Development Agency, and the U.S. Office of Employment.

DATA OBTAINED:

The fruition of any plan that will be adopted will have an extensive construction component. Upon completion, each student body should reflect the racial, ethnic and socio-economic composition of the city as a whole. Each student should be involved in a relevant, appropriate curriculum with profit.

EVALUATION:

see above

On-going evaluation of the project is provided by the Interdisciplinary Advisory Committee, the Bureau of Intergroup Relations, members of the professional staff and suggestions from lay committees and individuals.

Local educational agency: Stockton Unified School District
Address: 701 N. Madison St., Stockton, California 95202
Project Director: Brian A. Dobrow

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Individualized Programmed Instruction in Preparation for Parenthood as a Unit in Family Life Education

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
OEG-4-7-672909-2864	Innovative	2-1-67	1-31-68	$88,773
		2-1-68	1-31-69	46,725

TARGET POPULATION:

1. Students in selected sixth and eighth grade classrooms in public and parochial schools within the five-county area.
2. Classroom teachers (of sixth and eighth grade classrooms).
3. Parents of children in participating classrooms.

MAJOR OBJECTIVE:

To develop, introduce and evaluate individualized programmed instruction units in family life education for grades 6 and 8 in selected public and parochial schools within the five-county project area.

OTHER OBJECTIVES:

1. To provide students, as a supplement to information provided by the family, the school, and others, with knowledge that will:
   a. serve as the basis for the development of positive attitudes toward marriage and family life;
   b. offer basic information about the mutually interdependent roles and responsibilities of family members.
2. To prepare teachers, through demonstration and involvement, to handle "sensitive" subject matter in the classroom through both programmed instruction and direct teaching methods.
3. To improve, through demonstration, parent acceptance of program content and instructional method.

ACTIVITIES:

Project period May, 1967 through June, 1968 - Sixth Grade Programmed Instruction Unit - a 3-hour programmed instruction unit titled "Preparation for Parenthood" was prepared, demonstrated and evaluated in nine sixth grade classrooms in the project area. Specific activities included: (1) preparation of original materials (both written and audiovisual); (2) pretesting of materials with selected sixth grade students and one classroom; (3) teacher training; (4) parent involvement in review of program materials; (5) administration of baseline test to all sixth grade students in demonstration schools; (6) classroom demonstration of the full program in eight public and parochial school classrooms; (7)

administration of a post-test to all sixth grade students in the demonstration schools; (8) evaluation of statistical and other results; and (9) program revision based on results.

PARTICIPATION:

In addition to the 280 sixth grade students in the demonstration classroom, 342 sixth grade students participated in the project as a control group. The parents of the 280 students also participated in varying degrees. The Project Advisory Committee and the Boards of Education of the participating school districts were also directly involved in the project's activities during the school year.

DATA OBTAINED:

Because all data was processed by computer (through the use of "mark-sense" IBM cards), a great deal of statistical information was obtained. This included: a profile of the student participants (age, sex, ethnic background, socio-economic group, general scholastic ability, reading ability, rural-urban background, and language); comparison of pretest and post-test results for the control and experimental classrooms, and item analysis of student responses to program questions. The following table illustrates the type of data obtained.

Comparison of Pretest and Post-test Results
For All Control and Experimental Classes
6th Grade Unit - PREPARATION FOR PARENTHOOD

	EXPERIMENTAL				CONTROL			
	No.	Mean*	Median*	75%+	No.	Mean*	Median*	75%+
PRETEST	280	19.2	18.9	8.4	342	18.1	17.9	6.9
POST-TEST	268	26.6	27.7	48.7	290	18.7	18.2	9.5

*Maximum Score = 37

EVALUATION:

On the basis of statistical evaluation of classroom demonstration and the observations of project staff, teachers, and parents, the sixth grade programmed instruction unit has been approved for use in schools in the project area. It has proven to be an effective vehicle for the transmission of basic information and for the presentation and understanding of concepts dealing with both attitudes and behavior.

Local educational agency: Stockton Unified School District
Address: 701 N. Madison Street, Stockton, California
Project Director: Ivan M. Rose

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
A Demonstration-Research Center Using the Initial Teaching Alphabet

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 4-6-001534-0922	Operation	7-1-66	6-30-67	$47,750
		7-1-67	6-30-68	$39,513

TARGET POPULATION: The students receiving the benefits of the Title III Project, during the first funding period, were first graders located in elementary schools in Stockton, Tracy, and the Catholic diocese of Stockton. The students represented all socio-economic levels. A special population was examined in the project-the Mexican-American bilingual student. Approximately half of the schools used the initial teaching alphabet to determine the effectiveness of the Mexican-American learner. During the first funding period approximately 1200 first graders received instruction in the initial teaching alphabet.

During the second funding period, from July 1, 1967 to June 30, 1968, approximately 2300 students, from the first and second grades, in the Stockton Unified School District, and the Tracy Public Schools, and one hundred students in the Catholic diocese of Stockton were served.

MAJOR OBJECTIVES: There were two major objectives of the Title III Project:

(1) To provide educators with the opportunity of observing i.t.a. in use in the classroom. It enabled educators to determine first hand the possible use of i.t.a. as a reading medium for their school district.

(2) To determine the effectiveness of i.t.a. as a method of teaching reading to Mexican-American bilingual children.

OTHER OBJECTIVES: The project was innovative in that it established a research program to determine the value of teaching i.t.a. reading to bilingual children and to educationally deprived children. During the project, we were able to disseminate information to educators regarding the use of i.t.a. as a method of teaching reading. Another objective was to utilize visitors comments as a method of improving i.t.a. instruction in the classroom.

Local Educational Agency: Stockton Unified School District

ACTIVITIES: The major activities of the project were to:

(1) Train the teachers in the use of the initial teaching alphabet.

(2) Use the reading medium in forty first grade classrooms. After using i.t.a. in the classroom for one month, visitors were invited to observe the use of i.t.a. in the first grade classrooms.

In the classrooms where i.t.a. was used to determine its effectiveness with Mexican-American children, several tests were administered. These included intelligence, readiness, and achievement. A controlled group using traditional reading was established for comparison purposes with the initial teaching alphabet research group (Mexican-American bilingual students).

PARTICIPATION: The project served students representing all socioeconomic levels. Parents from all areas met with the project director to discuss the use of i.t.a. with the children. The project included non-profit private schools. One hundred students from these schools took part in the project.

DATA OBTAINED: To determine the effectiveness of the observation center, the total number of visitors was recorded. In addition, comments from the visitors enabled the project director to determine the effectiveness of the demonstration.

The data which was obtained included reading readiness tests, intelligence tests, and several reading achievement tests. The data provided information as to the relative effectiveness of i.t.a. in comparison to the traditional reading method for use with Mexican-American bilingual children.

EVALUATION: The data indicates that the observation center was successful. Over five hundred visitors from over 122 school districts visited the project. Comments indicated that the project accomplished its first major objective. The data gathered for the second major objective indicates that i.t.a. is an effective method for teaching Mexican-American bilingual children.

Local educational agency: Sunnyvale School District
Address: 750 E. Arques, Sunnyvale, California 94088
Project Director: Charlie S. Newton

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Clinical Laboratory Innovations Necessary to Increase Children's Learning. (Project CLINIC)

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 9-8-005351-0068 (056)	Operation	6/15/68	6/14/69	29,980

TARGET POPULATION: The target population consists of selected students at San Miguel School, Sunnyvale, California. These selected students are those who have a poor self-image, are making slight progress in school, seldom attach wholesome, exciting identity with the learning task, lack a sense of competence with the system, lack a sense of identity with the system, and lack a sense of contribution to the system. They are predicted to be 90-100 in number from grades one through six.

Since Cross-Age Tutoring is one of the three major emphases, all school personnel will be involved in some fashion as these students are to be found in all home rooms.

This year approximately 45-50 fifth and/or sixth grade poor achievers will be involved in tutoring 45-50 second and/or third grade students , each hopefully profiting by the experience.

MAJOR OBJECTIVE: Since these students need (1) greatly improved attitude toward self and school; (2) a greatly improved grasp of basic skills and (3) a learning environment which will sustain over an extended period of time their efforts to catch up, the following student objectives have been established:

1. To revive a feeling of self-worth in pupils who have experienced repeated failure in school.
2. To improve reading ability of all participating students, thereby making possible for each student to function at his real potential.
3. To improve pupils' attitude toward school.
4. To develop in pupils an explicit understanding of casual behavior.

The following teacher objectives have been established:

1. To develop in each teacher an increased sensitivity to causes of academic dysfunction.
2. To develop in each teacher an increased ability to objectively diagnose academic dysfunction.
3. To develop in each teacher an increased willingness and competence in utilizing non-professional aides in the classroom--peer students, older students, parents, other non-professionals.
4. To develop a school faculty with common goals, consistent techniques in "dealing with" the problem child (academic and otherwise), and highly effective personal and professional intercommunication.

Local education agency: Sunnyvale School District

OTHER OBJECTIVES

The primary innovation demonstrated in this project is the utilization of children tutors to instruct in the very area of their own deficiency. This unique combining of remedial learning with responsibility to teach someone else places the remedial instruction in an entirely new context. The approach must look like this to the children--"I'm not so good at this skill, but the teacher seems confident I can learn it and she even thinks I can learn it well enough to teach it to someone else. If I'm going to teach it, I'd better learn it extra well." The setting is positively charged and the learning process becomes more rewarding as the student applies the skills he learns while he teaches others. Additionally, this develops a sensitivity for the feelings of other students.

ACTIVITIES

Phase One 1968-69

a. The cross-age relationship program in the elementary school through the use of older students (5th and 6th grades) teaching younger students (4th, 3rd, 2nd, 1st).
b. The clinical approach to teaching will be introduced at the elementary school level through the establishment of a laboratory learning center in which a sophisticated program of diagnosis and treatment is to be developed and be in turn taught to teachers.
c. The introduction of differentiated teacher roles--a resource teacher and a teacher aide to be added to the teaching team in the learning center. The resource teacher will coordinate the adult teaching team in addition to the cross-age relationship program at the learning center level.

PARTICIPATION

Indigenous volunteer parent aides will be incorporated in the project as teacher helpers. Private schools in the area have been invited to join a Reaction Committee to act as a community "sounding board" group for the project.

DATA OBTAINED

A team from San Jose State College will assist the San Miguel Staff to gather data to evaluate the stated objectives of the project. Student objectives and teacher objectives have been established and will be measured at the end of the 1968-69 school year.

EVALUATION

Data will be gathered after the administration of Spache Reading tests, student attitude tests, teacher attitude tests and self-assessment rating.

Local educational agency: Sunnyvale School District
Address: 750 Arques Avenue, Sunnyvale, California
Project Director: Kenneth Berridge

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Project Simulations

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
OEG 9-8-006571-0098	Operation	6-1-68	6-30-69	$9,950

TARGET POPULATION: Beginning in October 1968, eleven classroom teachers, some working singly and others in teams, under the guidance of a project investigator experienced in academic simulations, will use a relatively new method of teaching and learning in their social studies classes. Approximately 700 seventh and eighth grade students in Sunnyvale's public and parochial schools will be involved. Of this number, about 150 students may be characterized as having negative self-images, low ability and achievement levels, and little motivation. They have experienced many kinds of failure and are often identified as discipline problems with poor attitudes towards the entire concept of "school".

MAJOR OBJECTIVE: The prime objective of this project is to use simulations to determine whether this highly motivating learning method can create in these students an enthusiasm for school and learning, an improved self-image, a sense of belonging instead of alienation, and a conviction that an individual can affect his own destiny.

OTHER OBJECTIVES: Additional objectives of this project are to familiarize teachers with simulations and their value, so that they may become adept and confident in using them, particularly as a means of "reaching" the culturally different student; to determine whether students' attendance and achievement and effort grades improve and whether incidents requiring disciplinary action decrease; and to serve as a demonstration and dissemination center for other school districts interested in using simulations.

ACTIVITIES: Since the funding of this project June 1, 1968, investigators have selected students and teachers to be involved in Project Simulations; planned and presented a workshop attended by twenty-seven persons, including teachers, students, administrators, school board member, counselors, and curriculum consultants; prepared a portfolio, a copy of which is enclosed, of materials on simulations for workshop participants; planned, with the aid of school counselors, pre-tests and post-tests for the evaluation of the project; experimented in a summer session course with simulations for possible use in the project; prepared a videotape of a class using simulations; talked with teachers, administrators, and research persons in private industry about simulations and their uses; made a tape recording for Pacific Grove Unified

(continued)

School District, describing simulations used in summer session course and answering questions about its potential in changing attitudes towards minority groups; and presented an informal report to the Sunnyvale School Board.

Future activities include presenting the videotape of summer session class to the school board and interested parents, securing additional materials, developing with teachers a schedule for pre- and post-testing and for the actual classroom simulations, obtaining and evaluating data, arranging for interested persons from Sunnyvale and other school districts to visit classes engaged in the project, disseminating information about simulations, their uses, and value, and writing the final report of project.

PARTICIPATION: Seven hundred seventh and eighth grade students are to be involved in this project, eighty of these from a non-public school. The total number of students is larger than that originally estimated in the proposal because of the teachers' desire to use simulations with additional classes and because of the introduction of team teaching schedules. For the latter reason, the number of teachers engaged in the project has also increased from eight to eleven. A survey made in Sunnyvale in 1967-68 shows the following percentages of racial or ethnic groups among seventh and eighth grade students: Spanish surnames 17%, other white 79%, Negro.7%, Asian 3.1%, American Indian .2%, other non-white.1%. The target group for this project is expected to show similar percentages.

DATA OBTAINED: Test instruments have been developed to measure the objectives. They are attached and include an attitude inventory, an interest inventory, and a student reaction form to be completed by students and an evaluation of student attitude and behavior to be completed by their teachers. To measure growth in academic achievement in social studies, forms of the Stanford Achievement Test will be given to eighth grade students before and after their experience in simulations. Counselors and administrators will note any change in number of incidents requiring disciplinary action or requests for course transfers. Teachers will also react to simulations as a learning method.

EVALUATION: Evaluation can occur only after students have been exposed to simulations and after data have been collected. This is scheduled for the school year of 1968-69.

Local educational agency: Taft City School District
Address: 820 N. Sixth St. Taft, California 93268
Project Director: Dr. F. Gordon Cairns, Asst. Supt. Educational Services

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
A Multidisciplinary Approach to the Prevention of Reading and Language Problems

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG -9-8-005428-0050	Planning	2/1/68	4/30/69	$67,003

TARGET POPULATION:

The Taft City School District will demonstrate the use of a multidisciplinary approach in an effort to identify children, ages 4½ to 8 (approximately 143 pupils), with learning irregularities that may lead them to have reading and language problems and to provide specially designed educational programs for these children.

A multidisciplinary team will be used to uncover learning irregularities in normally intelligent children and to assist 41 kindergarten and primary grade teachers to design programs for them. The team will include the following personnel:

Project Director
Speech Therapist
Vision Specialists
Consulting Neurologist
Psychologist
Pediatrician
Teacher Consultant
Teacher Specialist
Dentist
Language Pathologist

Consideration will be given by the team to the physical, perceptual-motor, psychological, and language deficiencies that may effect the child's chances for possible success in reading and language.

The project is designed to include a longitudinal follow-up study of those pupils with learning irregularities to determine the program's effectiveness and the need for correction and improvement of the tools, techniques and procedures being used.

MAJOR OBJECTIVE

To identify children with physical, neurological, perceptual-motor, language or reading irregularities as early as possible and to investigate the effect of these irregularities on success in reading and language at the end of grade two and to develop an individualized program of sequential learning experiences which will contribute to the development of the physical, neurological, perceptual-motor, lanquage and reading skills of each pupil.

Local education agency: Taft City School District

OTHER OBJECTIVES

1. To develop an evaluation plan that will continually assess both the growth of those pupils with learning irregularities and the effectiveness of the program itself.
2. To develop in the teaching staff a better understanding and a more precise definition of existing learning, language, and reading problems and methods which can be used in the classroom to alleviate those problems.

ACTIVITIES

Integrate the services of a team of multidisciplinary specialists into the education program to collaborate in determining the nature of the learning irregularities and in developing individualized programs to answer each child's needs. Implement a longitudinal study which will continue evaluating the pupil's growth through age 18. Present an in-service component which engages agencies, individuals, and professional organizations that are involved in the study of children with learning irregularities related to reading and language.

PARTICIPATION

Representatives from local service and professional organizations, the Supervisor of the Taft Office of the Kern County Welfare Department, and other local agencies dealing in services related to children were utilized in the development of the program.

Children participating in the pre-kindergarten screening program register in both public and non-public schools. There is no formal Title III program in operation in the local non-public school.

DATA OBTAINED

Data will be collected from screening tests which will indicate possible learning problems due, in part, to physical, neurological, perceptual-motor and language irregularities. Results from reading and language achievement tests will be gathered to determine the annual progress of pupils in the program.

EVALUATION

The effectiveness of the Title III program will be determined by the number of pupils included in the program that achieve at the level expected of children of comparable age and ability. The program will be considered satisfactory if eighty-five percent of the pupils in the project achieve this level.

Local educational agency: Tamalpais Union High School District
Address: P. O. Box 605, Larkspur, California 94939
Project Director: Roger B. Falge

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

PROJECT BREAKTHROUGH

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
9-8-086088-0162 (056)		6/26/68	6/30/69	$54,132

TARGET POPULATION:

As of June 30, 1968 this project had been funded for 4 days.

Local educational agency: Tehama County Superintendent of Schools
Address: Rm. 35, Courthouse, Red Bluff, Calif. 96080
Project Director: Clayton L. Gregersen

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

California Small High Schools Project

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG 9-8-005585-0051 (056)	Operation	2/9/68	2/8/69	$50,068

TARGET POPULATION:

The project is designed to serve 6,168 students in grades 9-12 and the staffs of 31 small high schools that enroll fewer than 450 in ADA in the 10 counties of Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Glenn, Butte and Sutter.

The schools traditionally offer limited educational opportunities, little vocational-technical training, insufficient counseling services, and virtually no individualized instruction. Geographical remoteness and limited financial ability has precluded inservice training programs for the 30-40 administrators, 20-25 counselors and 475-500 teachers involved.

MAJOR OBJECTIVE

To strengthen course content and to increase educational opportunities available to each student.

To establish an occupational information resources service which will collect, store and disseminate data on descriptions of preparational requirements for currently existing and realistically potential careers.

OTHER OBJECTIVES

Improved and increased career counseling services for all students.

Increased training of students in vocational-technical skills.

Support and assistance to administrators in focusing their attention on instructional improvement.

Providing teachers with the necessary skills to individualize instruction, with realistic learning objectives and procedures closely related to student needs and abilities.

ACTIVITIES

Visitation to and gathering of base line data from all 31 schools.

Vocational survey of all students in grades 9, 10 and 11.

Administrator's and Counselor's informational workshops.

Teacher's inservice training workshops for the production of individualized instructional materials.

Student-teacher workshops on career opportunities, personnel tests and hiring practices and the future employment outlook.

Student-teacher workshops in simulated decision making.

Student-teacher inter-school exchange programs to share exemplary experiences.

Student-teacher visitations to potentially employing business, industry and government sites.

A cooperative on-going study of flexible and modular scheduling as relevant to the needs of the small high school.

Local education agency: Tehama County Superintendent of Schools

ACTIVITIES CONTINUED

Dissemination of project progress and purposes.

Assistance with the implementation of curriculum improvements.

Assistance with the installation of tele-lecture and VIEW equipment as materials resource and career guidance media.

Follow-up studies for evaluation of all implementations.

PARTICIPATION

All administrators, counselors, teachers and students of the 30 public and 1 non-public small high schools, as well as lay persons and parents of students, are being informed and urged to participate in the services of this project.

Every major employer in business, industry and government of this Northern California area will be surveyed for current job information.

Every reasonably nearby institution of higher learning, department of employment, social welfare agency, county education department, youth service group and trade and technical school will be enlisted to provide articulation materials and career opportunities materials.

Exploration of possible cultural exchanges and opportunities for the small high schools will be made.

DATA OBTAINED

Base line data was gathered from each of the 31 schools as to schedule of classes, counseling services, vocational offerings, career units, occupational information available, interest inventory and aptitude testing program, WASC Accreditation recommendations and self-realized needs of instructional improvement and career guidance services.

Base line data returned from 88% of the students in grades 9-11 was analyzed and is stored pending follow up. Significant data was noted, such as; students' preference for a more vocational course of study, educational and career plans, how they arrived at these decisions, what occupational information was used, and their evaluation of counseling, inventories and testing as influencing their education and career choice.

EVALUATION

The project director was employed April 1, 1968. The 5 months of operation have been spent gathering and analyzing data, holding inservice training programs and in providing informational and motivational presentations to participating and representative groups. 32 administrators, representing 20 of the 31 schools, attended the Admin. Workshop. 28 counselors, representing 17 of the 31 schools, attended the Couns. Workshop. 20 teachers participated in one individualized materials workshop, and 32 teachers are able to attend the next similar workshop in October.

5 schools are designated as curriculum improvement sites and 10 are designated as career resources improvement sites for evaluation purposes. Data from these 15 schools will be gathered in a post test survey prior to the ending of this first year's operation.

Acceptance by all participants thus far is glowingly enthusiastic.

Interest of other non-project county education groups and non-school groups is highly enthusiastic and receptive. Interest in participation has been expressed from Colusa, Yolo, Mono and Inyo counties, The North Bay PACE Center, and many administrators and teachers of 7th and 8th grade schools throughout the project area.

The director is literally overwhelmed by requests for information and presentations, indicating a need in the near future for additional professional and clerical office staff.

Local educational agency: Temple City Unified School District
Address: 9516 East Longden Avenue, Temple City, California 91780
Project Director: Mr. John Baker

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

INSTRUCTIONAL MEDIA SYSTEM

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-000334-0327		1/3/66	7/31/67	77,439
OEG-9-8-674187-0033		10/1/67	10/31/68	54,493

TARGET POPULATION: The target population experiencing the benefits of this program is the student body of the Longden school in Temple City. Phase I of the project provided a Learning Laboratory which was made available to all students. Phase II which developed a fifth grade social science curriculum benefited the students in the fifth grade. Temple City serves as a residential community for those generally employed in the Los Angeles area. The population of Temple City is generally confined to those being white, Anglo-Saxon, and protestants. The average I.Q. of the Longden school students is 106 as measured by the Lorge-Thorndike Intelligence test.

MAJOR OBJECTIVE: The major objective of this project is to improve student learning through the use of mediated instruction on an individual, self-paced basis. It is anticipated that with a Learning Laboratory utilizing individualized media instruction an up-dated curriculum can be developed that would provide a more meaningful learning model than merely leaving such a model to chance.

OTHER OBJECTIVES: The following are objectives which will be concurrently affected with the major objectives:

1. To develop a Fifth Grade Social Science Curriculum more meaningful than that which presently exists through the establishment of pre-specified student outcomes.
2. To establish and operate a Learning Laboratory making learner mediated instruction available on an individualized basis.
3. To evaluate the effectiveness of various types of media on affective learning.
4. To train students to operate specific media equipment.

ACTIVITIES:

1. A Learning Laboratory was designed and established in a new school.
2. All students in grades 2-6 were trained to independently function in the Learning Laboratory.
3. A Fifth Grade Social Science Curriculum (The Development of the United States) was developed utilizing the

Learning Laboratory capability.

4. Student Text-Workbooks and a Teacher's Guide were written, produced and field tested.
5. A pilot study will be conducted to evaluate the effectiveness of the curriculum, materials developed, and Learning Laboratory in a regular teaching situation this year.

PARTICIPATION:

Phase I of the project involved the participation of the Director of Instructional Materials for the Temple City Unified School District, four teachers from St. Lukes Catholic School, a consultant from nearby Pasadena City College, and other local consultants for special purposes. Phase II involves the additional services of a full-time consultant, the principal and all students in grades 2-6 at the Longden School and the fifth grade teachers and students at the Cloverly School and an additional school outside of the Temple City Unified School District as a control group.

DATA OBTAINED:

1. All students in grades 2-6 were performance tested on their ability to operate the equipment in the Learning Laboratory.
2. The fifth grade curriculum and instructional materials were reviewed by a social science subject matter expert.
3. Student capillary pulse pressure measurements were taken to evaluate the effectiveness of various media on affective learning.
4. Pre- and post-tests based on specific behavioral objectives will be used in the year-long pilot study to evaluate the effectiveness of the curriculum, instructional materials, and the Learning Laboratory.

EVALUATION:

1. All 2-6 grade students were able to pass the performance test used to evaluate their ability to operate the audio-visual equipment in the Learning Laboratory.
2. Films appear to have a greater effect on affective learning than slides, tapes or a teacher.
3. The evaluation of the pilot study will be accomplished by June, 1969.

Local educational agency: Torrance Unified School District
Address: 2335 Plaza del Amo, Torrance, Calif. 90509
Project Director: Haig Marashlian

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

AREA VOCATIONAL CENTER

Funding:

USOE Grant Award No.	Type	Period of Funding From	Period of Funding To	Amount $
4-6-001318-0897	Plng.	7-1-66	6-30-67	88,502
	Plng.	7-1-67	12-31-67	40,084

TARGET POPULATION:

Students in grades eleven and twelve from the 25 high schools located in the six participating school districts, plus post-high school youth and adults. The area served represents a population slightly less than 2,000,000, with some 45,000 students enrolled in high schools. The specific target population is directed at the noncollege-bound group that intends to enter the work force after graduation from high school.

MAJOR OBJECTIVE:

Vocational-technical education which will provide the student with a salable skill and job placement potential is not available to the student in the comprehensive public high school today. Thus, an in-depth training program with costly equipment, sophisticated facilities, and an expert teaching staff could be provided in a centralized facility. This facility would, in effect, broaden the curricular offerings of each of the participating schools by enabling the students to attend their parent high school four periods each day and also attend the occupational center three hours each day, five days a week during their last year or two of high school. The high school diploma would be awarded by the parent high school,and a certificate of proficiency would be awarded by the area center. The main purpose of the study, of course, was to plan the curriculum and facilities for the area center.

OTHER OBJECTIVES:

Job-placement services would be provided by the area center. This would be preceded by an in-depth occupational information and guidance program commencing with pupils in grade six and continuing through grade twelve.

Adult training and retraining would be provided in evening programs on a 24-hour schedule if needed.

Upgrading the image of vocational education would be another objective as well as forming a "partnership" with business and industry whereby the specific needs of employers would be considered in establishing the 100 or more occupational training programs to be provided at the center.

ACTIVITIES:

Surveys were made to develop basic data on which program development could be based. These included an employer survey of labor-shortage areas; a student survey to determine student interest; a curriculum study of current offerings in participating schools; a parent attitude survey in reference to the concept of

Local Educational Agency: Torrance Unified School District

an Area Center; a drop out study and support activities were developed such as the appointment of an Advisory Council and Advisory Committees for each program. Mechanics were developed for a follow-up study.

PARTICIPATION:

Representation on the Advisory Council covers all facets of business, industry and education including organized labor.

In reference to student participation, any person residing in the six districts is eligible to enroll so long as they can benefit from instruction.

DATA OBTAINED:

The data obtained resulted in the planning, organization, development and operation of the Southern California Regional Occupational Center. Seven programs were included in the first offerings which will eventually be expanded to over 100 separate programs. A year end report is available, on request, reporting specific data gained as a result of the planning grant.

EVALUATION:

Evaluation of the program is presently under way. The result of the planning effort is dependent on the end product; i.e. the trained student on the job. The first group of students completed training August 23. Time will prove the worth of the project.

Local educational agency: Trinidad Union School District
Address: P. O. Box 87, Trinidad, California 95570
Project Director: Donald F. Strahan

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
Developing and Implementing a Program that Provides a Basis for Social and Emotional Growth: K-8

Funding:		**Period of Funding**		
USOE Grant Award No.	**Type**	**From**	**To**	**Amount $**
OEG-9-8-005703-0070 (056)	Operation	4/15/68	4/14/69	$34,984

TARGET POPULATION:

Six hundred ninety-eight public elementary school (k-8) children, primarily rural, but nonfarm, predominantly white, however forty-seven are Indian and only eight other nonwhite, are to experience benefits of the project. Additionally, staffs of three school districts, Trinidad Union Elementary School, Big Lagoon Elementary School, and Orick District School, are involved in planning and development of the project. Directly involved were thirteen staff members of these districts in the summer workshop, and in the first year, twenty-one are involved in the instructional program.

MAJOR OBJECTIVE:

The ultimate impact of the program and its real purpose is to enhance the personal and social adjustment of the participating children.

OTHER OBJECTIVES:

As a result of their experiences in the program the children should:

1) develop an open and well-defined acceptance of their own roles and experience fewer anxieties and conflicts regarding their development;
2) be better able to communicate with and derive satisfaction from their personal and group relationships;
3) be better able to cope with the conflicting mores within our culture and to resolve personal conflicts before they produce severe psychological disability;
4) eventually achieve greater stability and more fulfillment in the enduring aspects of family life.

Local Educational Agency: Trinidad Union School District

ACTIVITIES:

A four-week summer workshop was held to formulate study materials on the interdependent aspects of family life appropriate to each grade level, K-8. Plans for "activity" groups and "counseling" groups are underway with the modification of some of the environmental setting in the school--actual "activity" or "living" type of refurbishing within existing accommodations.

PARTICIPATION:

In addition to school board awareness there have been held two public meetings on the progress of the project. Additionally, each school district has a Parent Committee selected to gain acquaintance and acceptance of the progress on the project. These committees are as broadly conceived as the administrators could manage. All children of the Trinidad School will be involved. No nonprofit private schools are in the broad area of the project area.

DATA OBTAINED:

An evaluation questionnaire has been given to workshop staff which indicates major attitudinal change in staff and minor informational change. The materials have not been utilized with children as yet.

EVALUATION:

The project is not at this time ready for evaluating the target population on the major objective. Little evaluation can be done until the spring of 1969.

Local educational agency: Tulare County Superintendent of Schools Office
Address: 202 County Civic Center, Visalia, California 93277
Project Director: Donald R. Miller

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
OPERATION PEP: A State-wide Project to Prepare
Educational Planners for California

Funding:	USOE Grant Award No.	Type	Period of Funding From	To	Amount $
	OEG-4-6000-708-0357	Planning	1-28-66	6-30-67	$366,255

TARGET POPULATION:
The target population for OPERATION PEP in its first one and one-half years was a selected group of personnel from the intermediate units and supplementary educational centers in California. Criteria were developed by OPERATION PEP staff, and county superintendents were invited to make application for certain members of their staff according to this criteria. Approximately 100 trainees were selected throughout the State, primarily from county office staffs. The intent at this stage was to improve the planning capabilities among these trainees for the OPERATION PEP training program.

MAJOR OBJECTIVE:
As implied in the title, the major objective of OPERATION PEP was to prepare educational planners for California. Scientists and technologists from industry and from education developed an instructional program which would assist educators to translate system analysis and management techniques from an industrial to an educational context.

OTHER OBJECTIVES:
1. To identify and define the educational role of the intermediate level of school organization in California through use of systematic planning processes.
2. To create and develop a task force of trained educational planners who could provide leadership and assistance in planning and coordinating collaborative educational efforts on the part of federal, state, regional, county, district and other educational agencies.
3. To provide institute and in-service training programs for project participants which emphasize the planning and design of educational systems, system analysis, communication, data processing and collaborative interaction.
4. To select and train representative personnel from each intermediate unit in California.
5. To develop relevant strategies for change and the implementation of innovations in the educational programs in the State of California which are consistent with national and state educational objectives.
6. To derive the most relevant performance and curricula specifications for a long-term, formal university program in instructional systems technology assuring the continued development of skills in educational planning and design required at each level of school organization in the State of California.

Local Educational Agency: Tulare County Superintendent of Schools Office

ACTIVITIES:

A major activity and responsibility for the first year of operation under the planning grant was the development, definition, description of the requirements for an in-service training program which would meet the project design. Industrial programs were researched, staff selected and the field test of the in-service training program was conducted. Chapman College and Litton Industries worked with the staff of OPERATION PEP and became part of the staff of OPERATION PEP in order to conduct this field test of the in-service training program.

PARTICIPATION:

The staff of OPERATION PEP and the professional staff representing Chapman College, Litton Industries and others, prepared and presented the first instructional units. The participants themselves, the trainees selected from county offices from throughout the State of California, also participated in planning as well as in the activities of the project. This instructional program began with one-day regional meetings in March of 1966 with the total scope of PEP presented to trainees. It concluded with a three-day symposium at Chapman College in June of 1967 to which some 500 educators came in order to review what had been covered, what had been learned, and the value of the training program to educators.

DATA OBTAINED:

The data obtained through the first field trial of the training program included the lesson plans and approaches and both the subjective and objective evaluation of each element of the training program and the total over-all training program. This data has subsequently been used as a basis for modification of the original field tested instructional program.

EVALUATION:

The design for the evaluation of OPERATION PEP has been proposed as a longitudinal growth study of the individual participants during and after the training phases of the project. An initial biographical sketch has been employed to determine the extent of professional training experienced and attainment of each individual participant. The training instructors observed and evaluated the development of individual participants as the training phases proceeded. An analysis of an individual participant's ability to apply the skills and techniques learned in the training program to an operational model has been noted. The follow-up study will determine the extent to which an individual participant continues to use the planning techniques and skills he learned during the instructional program. Data gathered on individual components of the training program have been used in order to modify subsequent training programs. Individual trainees' reactions to the training program, as well as the reactions of their co-workers, as they returned to their original positions or began new positions, and applied the techniques learned proved the worthwhileness of the training program and have assured its continuation as a part of the Title III program in California.

Local educational agency: Tulare County Superintendent of Schools Office
Address: 202 County Civic Center, Visalia, California 93277
Project Director: Earl D. Cornwell

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

A Multi-County Supplementary Educational Service Group

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-3-7-701315-4437	Planning	7-1-67	6-30-68	$144,031

TARGET POPULATION:

The target population of this project includes the total student population of its service area. At the present time that includes approximately 130,000 students. While few students are directly reached, virtually all of them will be affected by the teacher training efforts of the Supplementary Center as well as the better planning and the greater dissemination of information which results from the Center activities in which students are involved, to which teachers are invited, teachers receive all reports, and serve on many committees.

MAJOR OBJECTIVE:

The mission and objectives of the ADAPT Supplementary Educational Center were listed in the addendum to the continuation application as:

Act as a service agency of change in the development and implementation of innovative programs and practices in the schools of the service area.

1. Disseminate information to clients concerning Title III, ESEA and promising innovative, adaptive and exemplary programs.
2. Conduct a continuing assessment of educational needs which will reveal discrepancies between societal expectations and actual student performance as measured and observed.
3. Select for action those problems judged to be of highest priority.
4. Encourage the development of improved instructional solutions to high priority problems.
5. Assist in the implementation of the action programs developed as solutions to selected problems, and disseminate the results obtained.

OTHER OBJECTIVES: (listed as major objectives)

ACTIVITIES:

1.0 Information has been disseminated to the clients through several means. Individual contacts, newsletters, research briefs, workshops, demonstration and visitations have all been used in this dissemination effort.

2.0 Needs will continually be assessed, and during the second year of the Center's operation have been assessed through following up the beginnings of the first year. Responses to questionnaires and opinionnaires have been analyzed. Other assessment results have been reviewed and incorporated into the report of this Center. The results of this year's activities are included in our publication

What People Think Are the Needs of Boys and Girls.

3.0 The staff of the Center, as a result of their efforts, have suggested a priority ranking for the eight selected needs. These were analyzed by the Executive Advisory Board and have been presented to 300 selected persons from the service area. These 300 include educators, both administrators and teachers, the lay public, PTA members, etc.

4.0 The development of improved instructional solutions to high priority problems has taken several directions. Perhaps the primary effort has been the working on approximately 50 project applications. Nearly 20 of these have been completed for submission under various funding sources. Some have been dropped completely, others are being funded internally. Supplementary Center staff has conducted instructional courses in system analysis as a planning tool.

5.0 The Supplementary Center has assisted in implementing programs through staff involvement and through consultant assistance.

PARTICIPATION:

In the second year of operation, the Center staff has been actively involved in project development, workshop presentations and demonstrations involving personnel of most of the school districts in the service area, as well as all staffs of all of the five county offices. Activities have also involved recruiters from major industries, representatives of labor unions, military services, community action agencies and other lay groups. The Executive Board of the Center, which also serves in an advisory capacity, is composed of county superintendents, school district superintendents, a representative of the Catholic schools, higher education and lay members selected from the service area.

DATA OBTAINED:

The Supplementary Educational Center is a planning agency. The collection of hard data such as might be gathered by other types of projects simply is not feasible for this activity. Center staff is working toward change in education; but at the same time individual teachers, administrators, county officer personnel and personnel from other agencies are working toward the same goal. A separation of causal factors is simply not feasible. Individual reactions to Center efforts are collected, and activities are evaluated on a presentation basis; the results of those reactions are contained in documented evaluations.

EVALUATION:

The function of the Center is to assist in improving practices in the classrooms throughout the service area. Without baseline data and statistical treatment, significant comparison of total effort cannot be drawn. Supplementary Center staff has planned to provide meaningful and profitable services to its clients. A practical test of the value of those services is whether they have been used by, and useful to, Center clients. It is assumed that requests for assistance, for copies of publications and for collaboration, are indicators of success. Individual activities are evaluated at their conclusion, but an over-all assessment of the precise contribution of the total Center effort is virtually impossible.

(For the first phase of this project please see report from Merced County Superintendent of Schools)

Local educational agency: Ukiah Unified School District
Address: P. O. Box 767, Ukiah, Calif 95482
Project Director: Mr. Robert Gein

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Project to Rebuild Academic and Leadership Skills

Funding:

USOE Grant Award No.	Type	Period of Funding	Amount
OEG-9-8-074282-0019	Operation	Aug 67 to Aug 68	27,131

TARGET POPULATION: The project will directly serve high school students--potential dropouts, under-achievers, minority youth, and socially isolated students. Emphasis will be placed on involvement of Indian students who frequently fit the above description. Eighty to one hundred high school students will be involved in the program. A major by-product of the program will be providing aid to several hundred children in grades K--8.

There are fifty or more elementary school teachers now involved in the project working with high school students who serve as teacher aides. Many more elementary school teachers have requested aides.

MAJOR OBJECTIVE: The prime objective of the program is to increase student interest in attending and completing high school. If students are motivated, if they are challenged, if they find value in coming to school, the results should be...

Less school dropout,
Less absence and tardiness, and
Higher achievement in school grade point average.

OTHER OBJECTIVES: Other objectives sought, but not considered as the prime objective of the project are...

Greater acceptance of the values and culture of minority youth,
Greater involvement of the students in school functions and closer identification of students with school,
Reduction of student tendencies to isolation,
Assistance of the elementary school teachers and the children of grades K -- 8 by high school students acting as teacher aides, and
Greater parent interest and participation in school affairs.

ACTIVITIES: Project activities include...

Identification and counseling of target population,
Placement of high school students in elementary or junior high school classes commensurate with each student's ability and interest,
Continuous observation, contact, and meetings with target students and their supervising elementary school teachers,

Follow-up of attendance and school achievement or behavior problems including home contacts and visits,

Small group or class meetings with target students to discuss individual and group problems of high school classes, attendance and cutting or tardiness, aide functions and the relationship of high school student aides and elementary school teachers and children, vocations' outlook and individual possibilities for the future, and college programs and opportunities,

Group meetings of Indian parents and students with teachers and project personnel to discuss and organize educational programs for presentation at the elementary school level,

In-service training for project personnel and supervising elementary school teachers, and

Periods of release time for elementary teachers and student aides to meet and build understanding and mutually develop aide classroom projects.

PARTICIPATION: Program development has involved the following groups in planning, development, and operation of the present local PACE project:

Education--high school and elementary school teachers, counselors, and principals, district administration, and consultants from Eureka PACE Center, University of California, Berkeley, and San Francisco State College,

Cultural Groups--State and Local Ad Hoc Committee for Indian Education, Community Affairs Coordinator (Indian), and Indian parent committees, and

Miscellaneous Groups--Ukiah Office of Economic Opportunity, Community Action Program, Neighborhood Youth Corps, Mendocino State Hospital representatives, and California State Welfare and Employment agencies.

There are not any high school students in local private schools, but these schools have willingly accepted public high school students for elementary classroom work. They are pleased with the results of their participation.

DATA OBTAINED: Data obtained during project operation during the last year included...

Statistics on dropout rates of potential (probable) school dropouts,

Comparative percentages of school attendance,

Comparative grade point averages,

Changing individual and group attitudes toward school--SRA Test, and

Anecdotal comments and evaluation of students by parents and by supervising elementary school teachers.

EVALUATION: Project target students showed gains in...

Grade point averages -- up .36 on a 4.00 scale,

Attendance improvement -- up 3.5% mean; 21% maximum,

Marked reduction in school dropout in a group indicated by counselors as dropout potentials. Only 3 of 37 dropped out of school; all fifteen seniors in the project graduated.

Improved relations between target students and their peers, younger children, teachers, and parents as indicated by anecdotal records and adult evaluations.

Higher vocational goals and greater college participation was noted in the group of graduation seniors.

Local educational agency: Union School District
Address: 5175 Union Avenue, San Jose, California 95124
Project Director: Paul A. Jennings

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

FOCUS - Future Oriented Curriculum - Union Schools

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-7-673024-3083	Planning	3/1/67	1/31/68	$39,607

TARGET POPULATION:

The general population to be benefitted is the elementary school child. Specifically, 450 students in one school and randomly selected classes in five other schools were to have been involved. A total of 820 students, representing a cross-section of the socio-economic groups comprised the target population.

MAJOR OBJECTIVE:

Design, develop, implement, and evaluate an elementary program which, by incorporating student performance objectives in a process-centered curriculum, will develop in children their creative faculties with a capacity for openness and inquiry and independent learning.

OTHER OBJECTIVES:

1. Develop and implement a pre-service and in-service education program designed to provide for teachers a basis for process-centered teaching and learning.

2. Publish a refined compilation of student performance objectives, which have been field tested in the Project school.

3. Identify instruments and procedures to measure changes in the attitudes and behaviors of students, teachers, and administrators, which result from the process-centered philosophy in the school.

ACTIVITIES:

1. Four-week summer workshop for all project teachers dealing with appropriate training, creative problem solving, application of cognitive and affective domains to the instructional program.

2. Field testing and evaluating student objectives with the target population.

PARTICIPATION:

A group of citizens from the area have actively assisted in the development of the Project. Business, industry and higher education have been represented. Children from the Santa Clara County Catholic Schools will participate in the Project. Catholic teachers will be represented in the teacher-training activities and at least two classes in one of the local Catholic schools will be included.

DATA OBTAINED:

Pre and post testing of attitudes of students and teachers will be one phase of the evaluation. Behavior of students will be observed and evaluated by outside observers to determine the extent of achievement of student objectives.

EVALUATION:

The Project is not operational and therefore, no evaluative data is available.

Local educational agency: **Ventura County Superintendent of Schools Office**
Address: **Courthouse, Ventura, California 93001**
Project Director: **R. Jack Totheroh**

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Regional Data Processing Center

Funding:

USOE Grant Award No.	Type	Period of Funding From	To	Amount $
OEG-4-6-000711-0628	Operation& Planning	2/3/66	9/3/67	$166,648

TARGET POPULATION:

At the beginning of the project there were 65,000 students, 25,000 secondary and 40,000 elementary, receiving services under contractual agreement with the school districts. This number increased to 42,000 secondary and 45,000 elementary during the term of the project. At this writing, August 1968, there are 51,000 secondary and 52,000 elementary participants for a total of 103,000 students. This total does not include test reporting and scoring services for approximately 40,000 students of schools not under contractual agreement.

MAJOR OBJECTIVE

The development of effective curricula and pupil personnel services to nurture the diverse needs of young people requires contemporary data of a nature which can be gathered, meaningfully organized, and readily transmitted through the use of a high speed, high capacity computer. Such a system has been made possible through the cooperative planning and support of the school districts comprising this regional center. It is not enough to offer computer services alone. The regional center provides qualified personnel who serve as consultants to the school districts. These consultants provide for the more meaningful use and interpretation of the data available and enhance the accurate transmission of data to the center through inservice programs, school visitations, and telephone communication.

OTHER OBJECTIVES

Reduction of costs to a minimum per unit through cooperative statewide regional systems development, programming, and purchasing, as well as by serving a large number of students (100,000+).

Continued improvement and extension of services through action, exception, and administrative reports.

Local education agency: VENTURA COUNTY SUPERINTENDENT OF SCHOOLS

ACTIVITIES

The regional center provides pupil personnel information and coordination services in five broad areas: scheduling, mark reporting, attendance accounting, test scoring and reporting, and a cumulative permanent record (California Guidance Report). Data from these areas are interrelated in administrative and exception reports made possible by a comprehensive current master and history file on each student.

PARTICIPATION

Nearly all personnel of participating school districts are involved: students, administrators, teachers, and classified staff. Four non-profit private schools participate in the services of the Ventura Regional Education Data Center.

DATA OBTAINED

Refer to samples of accompanying forms as evidence of data obtained.

EVALUATION

During the three full years of operation, the Ventura Regional Education Data Center has met its objectives by demonstrating that many cooperating school districts (51) and schools (153) can be served effectively. The number of students under contract has increased from 65,000 to 103,000, plus an additional 40,000 receiving testing services only. The cost has been significantly low--$3.50 per A.D.A. for high school and $1.25 for the basic services. (See contract for services) These figures are without benefit of any federal or state financial aid. This center has had a large number of visits from the personnel of prospective district and regional data centers. It has aided in the formation and development of such centers as Bellevue and Tacoma, Washington; Albuquerque, New Mexico; McComb, Mississippi; Bucks County, Pennsylvania; and Northwest Louisiana Supplementary Education Center, Louisiana. Systems and programs of the California Regional Education Data Centers have been made available to these centers.

Local educational agency: Visalia Unified School District
Address: 200 South Dollner Street, Visalia, California 93277
Project Director: James J. Moore

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Developmental Placement Program

Funding: USOE Grant Award No.	Type	Period of Funding From	To	Amount $
4-6-000723-0328 (056)	Planning	1-28-66	1-30-67	$20,276
4-7-672473-0242 (056)	Operation	9-01-66	6-30-67	80,310
4-7-672473-0242 (056)	Operation	7-01-67	6-30-68	70,041

TARGET POPULATION:

The target population for the Visalia Developmental Project totals 1900 pupils, grades Kindergarten through sixth. Indian pupils: 3, Negro: 14, Oriental: 22, Spanish sur-named: 196, Caucasian: 1665. The learner characteristics subject to the impact of the project include the bright immature students who aren't achieving at grade level. School personnel affected include; teachers from grades Kindergarten through 6th grade, developmental counselors trained by the Gesell Institute in New Haven, Connecticut, counselors and supervisors on the district office staff, and elementary school principals.

MAJOR OBJECTIVE:

The major objectives of the Visalia Developmental Program are; training of developmental examiners, examination of pupils, proper grade placement of pupils, adapt curriculum to learning needs of pupils and provide in-service education and training for staff. The prime improvement sought in the target population includes the emotional, the social, the physical and academic performance areas. It is anticipated that pupils will develop adequate self-concepts, develop adequate social skills and that they will be less likely to be rejected by their peers.

OTHER OBJECTIVES:

Teachers have begun to accept the individuality among children and to teach pupils according to learning styles. The Junior High and High Schools have been affected by the program to the degree that pupils at those age levels are being slowed down in school by one year. The fringe benefits in addition to the major thrust of the program are anticipated to be: higher correlation of scores on I.Q. tests with classroom achievement, fewer fights among children and fewer psychosomatic illnesses.

ACTIVITIES:

The major activities and procedures followed include the training of developmental examiners, the examining of children, the proper placement of children in classrooms, the adjustment of the curriculum to meet the needs of replaced pupils.

Local Educational Agency: Visalia Unified School District

PARTICIPATION:

Families from all social and economic levels are included in the program. Provision has been made for the participation of children enrolled in our local parochial school. The Kindergarten pupils in our classes attend the George McCann School since they do not have a Kindergarten program there. Sister Monica, Principal of George McCann School, contacts us to determine the placement of children who come from the program schools to George McCann School. Provision has been made in the present program to have one of the sisters trained as a developmental counselor.

DATA OBTAINED:

The program is being evaluated by a team from Chico State College, Chico, California. Correlation between measured ability and achievement scores, correlation between measured ability and teacher grades in academic subjects, number of absences and truancies, opinion data from teachers, and number of references to the school psychologist are being collected for evaluative purposes.

EVALUATION:

1. Academic Outcomes
    a. Number of students referred to the reading specialists by teachers.
    b. Correlation between measured ability and achievement test scores.
    c. Correlations between measured ability and teacher grades in academic subjects.
    d. Data on absence and truancy.
    e. Data on school dropouts.

2. Social Outcomes
    a. Utilization of sociometric techniques to determine whether or not replaced children have been assimilated in their new class situations.

3. Emotional Outcomes
    a. Examination of referrals to the school psychologist for other than problems of mental deficiency or suspected mental deficiency.
    b. Referrals of pupils to the building principal for discipline.
    c. Adequacy or self-concept as measured by specially developed device (the Ladder Game).
4. Outcomes Relating to Physical Development
    a. Study of the records of referrals of children to the school nurse.
    b. Teacher ratings of physical developments.

Local educational agency: Wasco Union School District
Address: 639 Broadway
Project Director: John L. Prueitt

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: A Gestalt Approach to Developing the Bi-Cultural, Bi-Lingual Resources of the Mexican-American

Funding: USOE Grant Award No.	Type	Period of Funding From	 To	Amount $
OEG 9-8-005138-0066 (056)	Planning	4-1-68	1/31/69	63,737

TARGET POPULATION:

This project is a comprehensive approach to the development of the Bi-cultural, Bi-lingual resources of the Mexican-American child. It is well recognized that students who have a native tongue other than English need to have specialized educational programs.

As of June 1968, we are in the planning phase. The children who will participate in the pilot phase will be selected by the project planning staff according to predetermined criteria (i.e.: age, language problems, I.Q., etc.). The planning staff will determine these selection criteria prior to selection of the population. The project has been designed to include children from preschool through twelfth grade levels. Approximately 100 Mexican-American children will be selected from a district population of approximately 500 to participate in the program. Teachers and teacher aides will be involved in an in-service training program which will provide an opportunity to preview the goals and the steps to their attainment. In addition, the teachers and aides will contribute ideas and suggestions that may be applied to the project.

MAJOR OBJECTIVE

The major goal is to create a total environment (Gestalt) conducive to developing the potentials of the Mexican-American student. The major emphasis will be placed on six program components which are: (1) English as a Second Language, (2) Language Improvement, (3) Bi-cultural Exploration, (4) Explorations in Self-Development, (5) Perceptual-Motor Development, (6) Vocational Explorations.

ACTIVITIES

Sequencing and variation of classes have been designed to make maximum use of available personnel and to distribute their work load. The elementary schedule of procedures is composed of four different time schedules which are all begun at 8:30 a.m. and carried on simultaneously. Each component is planned for 20-30 minute periods. All ESL classes are conducted by the Elementary Co-Director--Group Counseling by the Psychologists--Bi-cultural Understanding which includes music, stories, art, etc., by the Exchange Teacher and Student Intern--Perceptual-Motor Development by the Co-Director, Psychologist, and Teacher Aides--Remedial language and reading instruction by the Remedial Reading Teacher. The children are to continue in their regular classrooms for the remainder of the day.

PARTICIPATION

Due to the fact that Wasco's chief industry is agriculture the area has a large number of Mexican-American families. We have discovered that the children from these families have a language deficiency in both English and Spanish, low development in perceptual-motor skills, a negative attitude of themselves, and no knowledge of other vocational opportunities. The children having these deficiencies will be the project participants.

In addition, the Wasco schools have worked very closely with St. John's Parochial School in Wasco. Children from St. John's will be afforded the opportunity to receive instruction in this project at the elementary level if St. John's so desires. Teachers from St. John's will be invited to participate in in-service programs directly related to the project. They will also be able to have access to the curriculum materials developed in this project.

DATA OBTAINED

The data that we are planning to obtain will consist of the six program components previously mentioned. As of this report, the ESL, Vocational Exploration, Perceptual-Motor, and Language Improvement materials are being evaluated for their implementation in our project. No data from the project is available at this time as only the planning stage has been initiated and no stage has been completed.

EVALUATION

Since we are in the planning phase, an evaluation is not available at this time.

Local educational agency: WEAVERVILLE ELEMENTARY SCHOOL DISTRICT
Address: P. O. Box N, Weaverville, California
Project Director: James A. Holland, District Supt.

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project: Student Learning Experience to Raise Aspirational Levels of Performance

Funding: **USOE Grant Award No.**	**Type**	**Period of Funding** **From**	**To**	**Amount $**
OEG-4-7-672777-1583		2/1/67	6/30/67	18,463

TARGET POPULATION: Twenty-four rural, disadvanted eighth grade students who are handicapped by the remoteness and distances from cultural opportunities and library resources normally available to students in larger attendance centers.

MAJOR OBJECTIVE:
Major Objective: To raise the aspirational levels and the academic performance of the underachieving pupil, by establishing an exchange program for motivational and enrichment values and to establish library resource study centers to influence directly classroom procedures.

OTHER OBJECTIVES
Other Objectives: To improve attitude toward school and vocational preference; to increase out-of-school study hours of pupils presently identified as underachievers; to improve library research skills related to classroom assignments; to improve school performance in terms of attendance, assignment grades, and disciplinary problems; to improve pupil self-image through awareness of potential self-ability; to enhance parental awareness of the value of educational experiences to the child's future; to broaden the appreciation of children for cultural programs.

ACTIVITIES:
Activities: Pupils from the area will exchange with children in a large city junior high school, each group living in the others' homes and attending the others' regular classes, each visiting and attending activities planned for in respective communities to take advantage of local cultural interests and commercial resources. To supplement this enrichment experience, the library resource study centers will be open two nights weekly under the direction of certified teachers aided by twelfth grade college-bound students.

PARTICIPATION:

Participation: There are no non-profit private schools in this area.

DATA OBTAINED

Data Obtained: Pupil attendance records, records of individual pupil use of the library resource center, classroom performance grades kept on each eighth grader, to be compared with his past academic performance as well as his tested grade placements. Anecdotal records kept on each participant in terms of reduction in disciplinary problems and rapport established between pupil and peers, teachers, and parents.

EVALUATION:

Evaluation; Resuts were inconclusive. It was felt that the duration of the project was too short to evaluate in specific terms the value of the experiment.

Local educational agency: Whisman Elementary School District
Address: 1695 Rock Street, Mountain View, California 94040
Project Director: John Manning (Planning grant only)

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:

Planning of Comprehensive Reading/Learning Clinic

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
4-7-672598-0085	Planning	8-1-66	8-31-67	34, 858

TARGET POPULATION:

Estimated size of the group to be served eventually by the planning grant effort was 14,380 pupils. Of this number, which included the total enrollment in four elementary and secondary school districts, it was anticipated that 7-10% of the pupils would be served directly by the clinic, and the larger group through teacher in-service, and research and dissemination activities. Planning for the clinic pupil population was focused on specific reading and learning difficulties. It brought together a multi-disciplinary group to identify the nature and scope of reading/learning disabilities - involved many facets of the community in the planning.

MAJOR OBJECTIVE:

The major objective of the planning grant was the detailed planning of a reading/learning clinic which would provide four interrelated services to sponsoring districts: 1) diagnosis of reading/learning difficulties, 2) treatment of these difficulties, 3) teacher training in dealing with reading problems, and 4) consulting with teachers and administrators concerning reading instruction. These four services were specifically designed to provide the means by which improvement in pupils' reading/learning problems might occur.

OTHER OBJECTIVES:

Other significant objectives included coordination and intergration of insights in the area of reading expressed by diverse disciplines, intensive community involvement in the planning; interaction on a long-term basis with teacher-training institutions to develop plans for clinic involvement in teacher training programs, and with agencies working directly with a variety of children's problems.

ACTIVITIES:

Major activities included continued involvement of the Advisory Board; the search for and employment of a nationally-known educator and reading expert who provided leadership for the planning of the clinic; involvement of the larger community in the planning; conferences with educational groups, county and State personnel, university professors, staff members from various nearby clinics, reading experts and legislators; visitations to outstanding reading clinics throughout the country; definition by those involved of the problems faced by the pupil population to be served; final planning, and preparation of a proposal for an operational grant.

PARTICIPATION:

A large number of professional and lay persons, both as individuals and in groups participated in the activities leading to the actual production of final clinic plans. This number included professional staff members from nearby clinics specializing in medical and other problems related to children's learning patterns, professors from local colleges and universities, county personnel, representative staff members from the four local districts and from private schools in the area, and local and county associations concerned with reading. This number also included representatives from foundations concerned with education, school board members, parents, and other lay persons.

DATA OBTAINED:

The ultimate focus and final result of the planning grant year was the production of a detailed plan for a regional reading/learning clinic designed to provide the kind of intervention necessary for resolving children's reading/learning problems and for improvement of reading instruction. Planned clinic focus was therefore on the crucial functions of diagnosis, treatment, teacher training, and consulting.

EVALUATION:

Although the original proposal for an operational grant which would make the clinic a reality was not approved, subsequent revisions of the proposal during the following year successfully culminated in approval of the request for funding. While the overall objectives of the clinic remained constant, some major changes were necessary in clinic procedures. Budgetary cuts then necessitated restricting the scope of clinic operations. The detailed report on the first year of actual clinic operation (1968-69) should provide a reasonable basis for comparing original plans and the clinic as it finally evolved.

Local educational agency: Willowbrook School District
Address: 1623 East 118th Street, Los Angeles, Calif. 90059
Project Director: Fred Wolff

NARRATIVE REPORT OF PROJECT FUNDED UNDER TITLE III ESEA

Title of Project:
PROJECT MOVE
(More Opportunities Via Education)

Funding:		Period of Funding		
USOE Grant Award No.	Type	From	To	Amount $
OEG 9-8-005570-0067 (056)	Planning	4/1/68	4/30/69	$122,222

TARGET POPULATION: The project will seek to extend its benefits to virtually the total student population of the geographic areas of Compton-Willowbrook-Enterprise. The ethnic composition of this population is approximately 85% Negro, 10% Mexican-American, the balance Caucasian or Oriental. A major portion of the area may be considered poverty-dominated. Total enrollment in the districts is approximately 35,000.

MAJOR OBJECTIVE: The long-range, primary objective of Project MOVE over the three years funding period is to bring about an attitudental change in parents and children toward education in general and specifically the schools in the community; resulting in more positive attendance, achievements, and values for children in the project area.

For the first year, the objective is to identify basic community and home problems as they relate to education, and to DEVELOP A PLAN for bringing about the changes expressed above.

OTHER OBJECTIVES:

For the first year:

(1) To establish communications among as many segments of the community as possible concerning the educational problems of the area

(2) To develop a plan for action, based on group discussion which has the potential of coming to grips with the educational problems of the community as they relate to, or are caused by, the evident gap in the relationship between youth and adults, and between both youth and adults and social institutions in the community, including schools.

For the operational period:

Through increased parental support of education:

(1) To reduce the drop-out rate.

(2) To find positive channels for youth-gang activities.

(3) To maximize academic achievement by all students.

Local education agency: Willowbrook School District

ACTIVITIES: The objectives of the planning period will be primarily implemented through discussion groups conducted in homes with parents throughout the target area. These will focus on perception of present problems, home support needed for education, lack of this support at the present time, and solution search to present problems.

The project has employed fifteen Community Assistants, whose task it will be to conduct these groups. The total staff (consisting of the director, three coordinators, and four secretaries in addition to the assistants) has undergone a one month training period on group dynamics, working with a community, leadership, and related areas.

The assistants, who are residents of the area, will start in their own neighborhoods and will radiate out in forming discussion groups throughout the community. They will be assisted in this effort by volunteers.

The expressions of the community will be synthesized by the staff, re-evaluated in parent groups, studied by community agencies and schools, and finally be submitted for implementation-funding under Title III.

PARTICIPATION: Every attempt is being made to involve all areas of the community. Over thirty agencies have been contacted; teachers and administrators will be participating, as well as students at all levels, including those in non-profit private schools.

DATA OBTAINED: As indicated above, during the planning period, the data will be the expression of the community relating to:
(1) Educational problems of youngsters in the community.
(2) Community and home support needed for educational achievement.
(3) Extent of, and reasons for, lack of this support at the present time.
(4) Recommendations for programs which will develop, or strengthen, home and community support for education.

EVALUATION: Two basic evaluation procedures will be followed:
(1) Demographic data will be obtained on each of the participants in group discussion. Thus, it will be possible to ascertain if the sample stratification reflects the total population. Numerically, the sample will far exceed those of typical studies.
(2) As indicated above, the synthesized outcomes of the discussions, and the final plan, will be taken back for reaction to the community. If the community agrees, the project has fulfilled its objectives.

INDEX SECTION

In this Index Section, two kinds of tables or indices are included in order to help the reader locate those projects in which he may be interested.

Should the reader know the name of the applicant agency or the title of the project he is seeking, he should use the Table of Contents.

However, should he wish to review several projects which are similar in some respects, either Index One or Index Two may be of assistance.

In the development of these Indices, each project was classified according to each of several variables. As in any classification system devised to be applicable to as wide a range of activities as those operating under ESEA Title III, the choice of variables needs to be somewhat arbitrary and it is quite likely that other variables should have been included. Also, the classification of each project is somewhat arbitrary, in many instances representing the classifier's own interpretation of the project report submitted. The classifications indicated, then, should be regarded as an attempt to be helpful to readers in locating information, rather than as a precise classification. It is hoped that what this classification system lacks in definitive rigor may be compensated for by its utility.

In Index One, each project has been classified according to the following variables:

A. Local Educational Agency Applicants
  1. County Superintendents of Schools
  2. Elementary School Districts
  3. High School Districts
  4. Unified School Districts

B. Type of Application
  5. Regional in nature
  6. Planning
  7. Operational

C. Level of Target Population
  8. Pre-school
  9. Primary
  10. Elementary
  11. Secondary
  12. Adult

D. Learner Typologies
   13. Groups in city core areas
   14. Ethnic minority groups
   15. Socio-economically deprived
   18. Physically handicapped
   20. Educationally handicapped
   21. Dropouts
   22. Geographically isolated
   23. Average
   24. Gifted

E. Quality Educational Goals
   25. Basic skills
   26. Vocational preparation
   27. Health
   28. School attitude
   29. Intellectual achievement
   30. Tolerance
   31. Citizenship
   32. Preparation for change
   33. Self-understanding
   34. Creativity

F. Content Fields
   35. Arts
   36. Foreign language
   37. Language arts
   38. Reading
   39. Mathematics
   40. Science
   41. Social sciences, humanities
   42. Physical education, recreation, health
   43. Vocational education (including industrial arts)
   44. Other

G. Services
   45. Audio-visual, TV, radio, tapes
   46. Data processing
   47. Materials center (including library)
   48. Learning center
   50. Medical, dental services
   51. Social-psychological services (including guidance)
   52. Parent education
   53. Staff development
   55. Program planning, development and evaluation

Index One consists of lettered columns and numbered entries in those lettered columns as indicated by the capital letters and numbers given above, for each project reported.

Index Two is a summarization of project page numbers, utilizing the same combination of letters and numbers, and presented so that project page numbers are grouped in paragraph form to indicate projects which are similar in the classifications indicated.

In summary, Index One shows the classification of each project in terms of the variables listed. Index Two groups those projects which are similar in regard to those variables.

Readers are invited to submit any suggestions they may have which they feel will increase the utility of these indices, should subsequent similar volumes be published.

INDEX ONE

PAGE	APPLICANT	TYPE OF APPLICATION	LEVEL OF TARGET POPULATION	LEARNER TYPOLOGIES	QUALITY EDUCATION GOALS	CONTENT FIELD	SERVICES
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4	1	7	10,11,12	23	25	37	45,53
5	2	7	8,10	14	25,27,28	37	52,53,55
6	4	6	11		32	41	55
7	4		10,11	23	25	35,36,37,38,39, 40,41,42,43	53,55
8	4	7	10,11	23	29	40	55
9	4	7	10,11	23	34	35	55
10	4	6	10	23	29	41	47
11	4	6	10	14	30		55
12	4	6,7	10,11	23	29	35,36,37,38,39, 40,41,42,43	47
13	1	5,6					55
14	4	7	11	21	25,28,33		51
15	1	6	11	23	26	40,42,43	55
16	4	7	10,11	14,15	25	37,39,41	55
17	3	7	11	23	34	35	55
18	2	7	10	23	26,29	41	55
19	2	5, 7	10,11	23	34	35	55
20	4	7	10,11	23	25,34	37	
21	3	7	11	14,15	26	37,39,40,41	53,55
22	1	5, 7					46
23	1	5,6					55
24	1	7	9	23	25,27	37,42	50,51
25	1	7	10,11	23	32,33	40,41,42	47,52,55
26	4	7	10,11	23	27,33	40,44	55
27	4	7	11	23	28,29	37,41	47,55
28	4	6	11	23	29,31,32	40,41	53,55
29	2	7	10	23	28,31,33	37	51,52,53
30	2	6,7	10	14	25,28	39	55
31	4	7	10,11	23	25,28,32,34		45,47
32	2	7	10	23	25	37,38	55

PAGE	APPLICANT A	TYPE OF APPLICATION B	LEVEL OF TARGET POPULATION C	LEARNER TYPOLOGIES D	QUALITY EDUCATION GOALS E	CONTENT FIELD F	SERVICES G
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34	4	6	10,11	18,19,20	25,29	37	47,50,51
35	3	6	11	14,15	26,30,33		55
36	3	6	8, 11	15, 19	26,28,31	43	
37	1	6	8,10,11	23	29	35,40	53,55
38	2	7		15	34	35	55
39	4	6	11	14,15	25	37	55
40	4	7	11	14,15	25	37	55
41	2	7	10	23	25	37,39,40,41	55
42	3	7	8,10,11,12	14,15	26,33		51
43	4	6	8,10,11,12				55
44	4	7	10,11	23	29	37,39,40,41	53,55
45	1	5, 7					46
46	1	5					55
47	1	5	10,11	23	29	40	55
48	4	6,7	9	23	25	38	50,51
49	4	6	10,11	14,15			55
50	4	7	11	14	25,30	36,37	55
51	2	7	9	18	25		50,51
52	3	7	11	15	25,26	37,39,43	55
53	4	6	11	23	26,29,32	39,40,41,43	46,55
54	4	6	10	23			53,55
55	2	7	10				53
56	3	7	11	23	29	35,36,37,38,39 40,41,42,43	47,53,55
57	1	5,6					55
58	1	7	10,11	22,23	34	35	53,55
59	1	5, 7					46
60	1	5,6	8,9	15,23	25,34	37	55
61	1	5					55
62	1	7	11	23	29	40	53
63	3	7	10,11,12	23	29	40	55
64	2				25	37	55
65	4	7	10	23	28,29		55
66	3	6	11	21	26,28,33	44	55
67	1	6	10,11	22	25	37	53
68	1	5, 7					46
69	1	5, 7	10,11	23	27	42	55
70	1	5,6					55

PAGE	APPLICANT A	TYPE OF APPLICATION B	LEVEL OF TARGET POPULATION C	LEARNER TYPOLOGIES D	QUALITY EDUCATION GOALS E	CONTENT FIELD F	SERVICES G
71	4	5,6					55
72	4	7	11	14,15,23	26,30	35,36,37,38,39 40,41,42,43	51,55
73	4	7	11	23	29	35	55
74	4	7	12	23	25,26,27,31,32,34	35,36,37,43	52,55
75	4	7	8,10,11,12	13,14,15	25,30,33	37,38,44	51,53,55
76	2	6	10,11	20			51,55
77	1	7	10	23	34	35	53
78	1	7	10,11	23	29	41	47,53,55
79	1	7	11	23	29,34	35	
80	4	6	10,11	23	25	37	45,47,55
81	1	5 7	8,10,11	22	29,34	35	
82	1	5,6					55
83	1		8,9	22	25	37	53,55
84	1	5,6					55
85	1	7	10	23	25	37,38,39	53
86	1	6	10,11	14,15			46
87	1	5,6					55
88	4	7	10,11	20	28,31,34	40	48,51
89	4	6	10,11,12	23			52,53,55
90	4	6,7	10,11	23	29,32	39,40	47,53,55
91	1	5, 7					46
92	1	5,6					55
93	1	7	10,11		25,26,28,33	35,37,39	51
94	1	7	11	23	29	40	48
95	1	7	11	23	29	40	48
96	4	6	11	23	28,32	41	55
97	4	7	11	23			46,51
98	4	6	11	23	29	40	55
99	4		11	23	26,29,32	40	55
100	4	7	11	23	27	42	45,55
101	3	7	11	14	26,28,33	35,43	51
102	4	6	11	21	28,33		51,55
103	2	7	10	14	25	37,38,39	53,55
104	2	7	10	23	25		53,55
105	4	7	11	23	29	41	53,55

PAGE	APPLICANT A	TYPE OF APPLICATION B	LEVEL OF TARGET POPULATION C	LEARNER TYPOLOGIES D	QUALITY EDUCATION GOALS E	CONTENT FIELD F	SERVICES G
106	4	6	11	23	29	37,40	55
107	4	7	11	14,21	28,33	37,39,40,41	52,55
108	1	5, 7	11	21	27,28,33	42	51,53,55
109	1	5,6					55
110	1	5, 7	10,11	23	29	40	53,55
111	4	7	10	23	25	37,38	48,53,55
112	1	5,6					55
113	1	5, 7					46
114	4	6	9	23	25	37	55
115	4	5,6	10,11	14	25,28,30,33	37	55
116	2	7	10	14,15	28,33	37	53
117	3	7	8, 11	23	26	43	55
118	3	7	11	14	30,34	35,36,41	55
119	1	5,6					55
120	1	5	10,11	22	34	35	45,47
121	1	5,6					55
122	1	5, 7	11	23	26,32,33	43	45,47,51
123	4	7	11	24	29	37,39,40,41	47
124	4	7	10,11	14	29	36,39	51,53,55
125	4	7	10,11	14	25	37	52,53
126	4	7	11	14,15	25	39	48,53,55
127	4	5, 7	10,11	15	25	37	45,52,53
128	4	5, 7	10,11	23	29	35,40,41	45,47,53
129	4	5, 7					46
130	4	5					55
131	4	6	10	14,15	25,30	35,37,39	51,52,55
132	4	7	10	14	25,29	37	52,55
133	4	7	10	14	25	37,38	47,52,53,55
134	4	7	10,11	13,14,15	25,26,29	40	46,48,53,55
135	1	5,6					55
136	4	5, 7					55
137	4	6	11	23			55
138	4	7	11	23	29	36,41	55
139	4	6,7	11	23	26	43	55
140	4	6,7	11	23	26	43	55

PAGE	APPLICANT A	TYPE OF APPLICATION B	LEVEL OF TARGET POPULATION C	LEARNER TYPOLOGIES D	QUALITY EDUCATION GOALS E	CONTENT FIELD F	SERVICES G
141	4	6	10,11	23	29	40,41	47,53,55
142	1	5,6					55
143	1	7	10,11	23	29	37,39,41	55
144	1	5, 7					53,55
145	3	7	11	23	26,28,29	36,37,39,41,43	45,51,54,55
146	1	5,6					55
147	3	7	11	23	29	39,40	46,55
148	1		10,11	14,15	25,28,30,33	37	52
149	1	5,6					55
150	1	5, 7					46
151	4	7	11	21,23	25,26,28,32,33	37,39,43	51,53
152	3	6	10,11	23			45,47,53,55
153	4	7	9,10	23	29	41	55
154	4	7	9,10	23	29	41	55
155	2	6	9	23	25,28	37	51,52
156	3	7	11	21	28,33	41	51
157	1	5, 7	10,11	23	27	42	55
158	1	5, 7					46
159	4	7	9	23	28,33		51
160	2	7	10	23	31	41	55
161	1	7	8,10,11,12	15,23	29	36	53,55
162	4	6	9	14	25,33	37,40,41	50,51,52
163	4	6	10,11	14,15	25,29	35,37,38,39,40, 41	55
164	4	7	10	23	32,33	40,41	52,55
165	4	5, 7	9	14	25	37	48,53,55
166	2	7	10	23	25,28,33	37,38	53
167	2	7	10	23	28,29	41	53
168	2	6	9	23	25	37,38	50,51,53
169	3	7	10,11	14	25,28,29,33	41	52,53
170	1	5, 7	11	22	26	43	51,53,55
171	4	7	10	23	29	41	47
172	4	5,6	11,12	23	26	43	51,55
173	2	7	10	22	32,33	40,41	55
174	1	5,6					53,55
175	1	5,6					55

PAGE	APPLICANT A	TYPE OF APPLICATION B	LEVEL OF TARGET POPULATION C	LEARNER TYPOLOGIES D	QUALITY EDUCATION GOALS E	CONTENT FIELD F	SERVICES G
176	4	7	10,11	14,21	25,28,29,30,33		52,55
177	2	6	10	23			53,55
178	1	5, 7					46
179	4	7	10	23	25,29,33	37	51,53,55
180	2	6	10	14	25,26,33	37	51,55
181	2		10	22	26,28,33	35	47,52
182	2	6	10	23	25	37,38	53,55
183	2	6	10	14,15	28,29,33		52

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